

*The* **AGRICULTURAL EDUCATION** *Magazine*



# The Agricultural Education Magazine

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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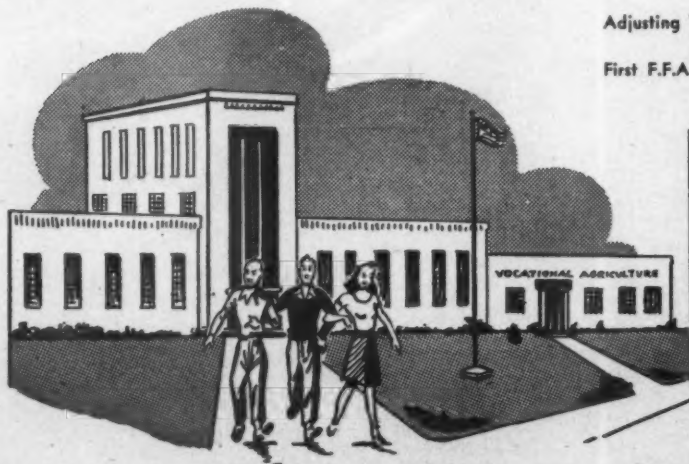
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## Editorials

### Leadership is everyone's concern

**M**EDICINE men with their masks and secret potions do not function as leaders in our society. Our ideals call for leaders who have nothing to hide and who function on the basis of facts and group determination of means as well as ends with certain exceptions of an emergency type. Admittedly we have far to go in the training, selection and development for leadership responsibilities at such a level.

Who leads? Why and how were they selected? What experiences, training, personal qualities and the like caused them to be selected? Questions of this type may be asked in many situations. But we are particularly concerned with problems of rural leadership to which this number gives emphasis. Furthermore, we need to discover how the answers to such questions relate to education in vocational agriculture.

Although it is an area in which we do not have many exact answers the concern is great. From the local teachers of agriculture and state and national administrators come statements which indicate the importance attached to the problem of developing rural leadership. Everyone is for it. Why?

One cannot say that it is more important today than in another day or age. Perhaps—we can say that a greater variety of problems exist—or, that with our modern communications individual leadership may touch the lives of more people—or that concentration of population requires group action—hence leadership to a greater extent than was the case with a more dispersed population.

In any event the new conditions give rise to new and probably additional problems in rural life which require leadership. With certainty we can expect new problems tomorrow for which solutions will be needed. No one knows what the vital problems may be, much less the answers. Hence, in our training programs, at best we deal with present day problems and with processes of leadership which are most highly regarded.

Agreement seems to be developing that leadership in non-emergency social situations is not the prerogative of any single individual but rather is the sum-total of the contributions of the group. The leader is responsible for bringing about clarification of goals, helping the group to reach decisions with regard to taking action, guiding the action, and leading the group to evaluate the results. The leader utilizes contributions of all members of the group and, insofar as members contribute they provide some leadership for their particular group. Even the individual who objects to certain proposals and is always inclined to spoof, provides a type of service in that it causes the group to re-check goals or proposed plans of action carefully. We are therefore concerned not with a few selected individuals who may become the status leaders, but with our total groups. We are looking to develop the ability of every individual in order that he may participate effectively in group situations. Each individual may make a contribution to leadership. The status leader-chairman is committed to developing the contributions and utilizing them.

This concept of leadership extends considerably the responsibilities of educators over and beyond that of working with a select few who show great promise.

On the basis of experience it seems that to provide youth and adults in our classes with experience in identifying problems and goals, helping them to plan and take action would provide the best medium for the development of rural leadership. In such training we are looking for outcomes related to the process of leadership such as consideration of individual contributions of all members of the group, ability to communi-

### Teachers are leaders

#### Essential needs to meet the challenging opportunity



T. J. Horne

**A** SINGLE individual must remember that the patient toil of man through the ages has added much to the store of knowledge which serves as a basic background for his daily experiences throughout life. During the short period of a life span each of us make our contributions, some tangible and others in the form of ideas in the minds of our fellow men. In vocational agriculture we are expected to accomplish both. We exert an influence in the communities in which we work that help increase the efficiency in farming and improve moral standards. This in turn tends to in-

crease the happiness of rural people.

As long as agriculture is basic to the free enterprise system of our democracy, vocational education in agriculture shall be charged with the task of providing educational services for farm people. As the chemists and industries develop new uses for the products of agriculture, farm people will continually need to be taught new and highly scientific methods to provide the "know-how" needed to enable them to engage successfully in continually striving to produce a better product more economically.

One of the basic requirements of a good instructor of vocational agriculture is to be able to locate or secure facts and to impart the information secured, that others need to use and learn, in such an attractive manner that it will gain attention, build confidence, and secure the desired results.

A belief in the program and a liking for the work is desirable in most vocations. In vocational agriculture it is an essential. A great source of personal satisfaction can be derived from the knowledge that we as teachers may be instrumental in moulding the lives and destinies of many rural people and in rendering services which lighten the daily burden of countless others. To do this effectively, the teacher should like people and have a high interest in their welfare both as individuals and as groups, and he should be able to get along well with them.

(Continued on Page 93)

cate one's own ideas, and a concern for the facts involved in a situation. In addition we provide experience in choosing leaders for different projects such as chairman of the school fair committee, director of a local cooperative, and the like.

One thing which we find it constantly necessary to guard against is a tendency for us as teachers to choose the leaders and to direct the activities more closely than is required, which is to say that, we are more concerned with the activities and the results of the activities than with the learning which takes place. Really our concern is for learning which takes place and the learning essential to full development of rural leadership can take place only to the extent that individuals have opportunity for participating experiences. F.F.A. work, in that it is usually less teacher-directed than class work, may prove to be the most effective teaching device for this purpose. As we move in these directions, we move toward a rural leadership which is less dependent on masks, magic potions, traditions, or what have you, and more dependent on the process of assembling and utilizing all of the facts and ideas related to specific problems of concern to a group.



# I am glad I taught vocational agriculture

EARL KANTNER, Teacher, Ansonia, Ohio

It seems only yesterday that I was finishing my student teaching, looking for a teaching position, and saying farewell to *good old college days*. In evaluating my experiences and deciding on the future, these questions occurred to me, "Have I selected the best vocation?" "Shall I continue teaching?" "What has this one year of experience meant to me?"

In answering the first question, I like to think of some of the good and some of the bad days and let them all balance out in terms of personal satisfaction. Sure, an ag teacher puts in long days, uses his automobile for a public bus, and may even make less money than the man who sweeps his rooms, but have you ever had the satisfaction of boys telling you that his is the best Future Farmer Chapter in the county and that vo-ag is the best subject in high school?



The author leaves the University and his adviser to commence his first year's teaching.

There are times when all teachers get impatient and disgusted, but there are real satisfactions which more than balance out the trying episodes. We who are affecting the lives of young people so much cannot expect full payment for our efforts in money, much of it must come in terms of realizing how someone has benefited from our efforts.

## Follow-Up Service of Great Value

In answering the question of whether I have selected the best vocation I also want to point out the value of the helps I received during my first year. Often the beginning teacher is uncertain what to do in a particular situation and needs some professional advice from a competent source. I have been in this position many times this past year and it has always been gratifying to know that I could call on a staff member of the Department of Agricultural Education at The Ohio State University. A beginning teacher is often uncertain on many things that are easily solved for him through beginning teachers' meetings

and visits from supervising teachers or staff members. These helps have meant much to me in my work this year. I have had the opportunity of attending four beginning teachers' meetings where our problems as beginning teachers were the basis for discussion. I have also attended three district ag teachers' meetings of all teachers, beginning and experienced. In addition to these meetings, I have had three visits by Mr. Wolf, from the Department of Agricultural Education. Coupled with this active in-service program, and also helping to meet the needs of the new teachers, is a thorough teacher-training program at The Ohio State University which included the two quarters of student teaching. This program of preparation and guidance for beginning teachers in Ohio has been thorough and has been a big help to me as a first year teacher. This assistance in getting a good start in the profession is another reason that helps me draw the conclusion that I have selected the right vocation.

## Valuable Experience

My next question, "Shall I continue teaching?" is already solved in my own mind. I shall continue—first, because of the personal satisfaction acquired from helping other people; second, because of the close association of an excellent working teacher-supervisor relationship; and third, because of the experience acquired from teaching. I can think of few other occupations where a new man becomes acquainted with his job and secures experience as fast as does a vo-ag teacher. The experience of a vo-ag teacher is especially valuable, moreover, because of the variety of the work he does. In my own department here at Ansonia, Ohio, my experiences in various areas of my work have not only prepared me for a better year of teaching next year but also for jobs other



Conferring with the superintendent

than teaching if and when such an opportunity arises. It was my experience this year to diagnose a disease in swine and suggest a treatment. I felt a little embarrassed when I admitted to Lon (a student) that I had never seen the symptoms before, but I was relieved when I heard that the veterinarian hadn't either, and that the disease was a new one to Ohio herds. Experiences such as this occur almost daily to a vo-ag teacher, and provide a means of acquiring the skills and abilities necessary to many phases of agricultural work. Our everyday work provides experience and abilities for jobs such as agricultural extension work, various types of sales work, field men to milk and feed companies, various types of agricultural representatives, and a host of other possibilities.

Since July 1, 1950, when I began my work at Ansonia, I have been teaching 35 high school boys. We have also had an active F. F. A. program. As I look back I wonder why I ever promoted



Getting acquainted with farmer in the local community.

such a list of activities. Some of the first experiences for the boys were a chicken roast and a parent and son banquet. Reviving the Community Fair was really a big undertaking. My greatest satisfaction came when my adult education program of 12 sessions ended with an improvement in attendance as the course progressed. I really liked this part of my job. In fact, I honestly think teaching vocational agriculture offers a challenge to the best and is a worthy vocation. Considering my experiences this first year and feeling the satisfaction of my meager accomplishments, I am glad I taught vocational agriculture. ●

## Wisconsin teachers of agriculture elect new president

Donald Mullen, Instructor in Agriculture at the Jefferson High School, was elected president of the Wisconsin Association Vocational Agriculture Instructors at the thirty-fourth annual Summer Conference of group held at Madison last week. Mullen succeeds L. M. Warner, Appleton, who was president last year and now becomes a member of the Board of Directors. ●



# Using local leadership

## To strengthen agricultural education

PAUL GRAY, Teacher, Eaton, Colorado



Paul Gray

THE President of the United States has his cabinet and advisory staff to carry on effective business of state. A well organized company will have a board of directors to advise its leaders. The school board is elected to advise the superintendent

—so, why not have an advisory council to aid the agricultural instructor in promoting, organizing and conducting the vocational agricultural program?

Instructors in Colorado have been slow to use such a committee. Here are two basic reasons for this: first, the instructor is not familiar with the advantages in having such a council; second, he is afraid to tackle it. If a teacher has tried it and it has failed, records show he has failed because the council was not properly set up in the first place; or the teacher had not been properly trained to use a council; or the council was used to get the teacher started in the community; or it died from disuse and inactivity. In other words, the teacher failed to use the council to its best advantages which are:

1. It aids in promoting vocational agriculture in the community.
2. It assists in continuation of vocational agriculture—the teacher may hear commendations or criticisms and adjust his program accordingly.
3. It assists in solution of problems too large for the instructor.
4. It aids in spotting problems in the community pertaining to vocational agriculture.
5. It aids in spotting students for Young Farmers and Adult Classes.
6. It helps in setting up a course of study for all vocational teaching.
7. It aids in securing specialists in helping with the teaching, especially in adult education.
8. It is very helpful when arranging social and recreational activities to supplement the classwork in adult teaching.
9. The council helps plan tours for the different classes along educational lines.
10. It assists in planning and carrying out measures to improve the teaching of all phases of vocational agriculture.
11. It might assist in raising and spending funds, and oftentimes helps procure much needed equipment for the department.
12. It is a wonderful means of support and direction for F. F. A. work.

13. It assists in securing an increase in salary for the vocational agricultural instructor.

In my case, I had the advantage of having taught in the community for five years, consequently I was familiar with many people I knew could serve well as representatives of the farm people, the agricultural interests, and the general public.

### Selection of Members

In selecting members, try to secure public spirited persons who are chosen for their individual worth. The "key farmer" is not always a desirable member if he is too old and prosperous—although there are exceptions in every case. I am fortunate in having two key farmers, quite young and each one has outstanding F.F.A. sons. This has resulted in giving my council balance and prestige. It is imperative that those selected as members be individuals who have the agricultural education program of the community at heart. They must be willing to cooperate in every way possible.

Before the actual selection of the committee members, the whole council idea should be explained thoroughly to your superintendent. In your rounds, visiting projects, you should visit with the school board members and make certain they understand the advisory council and approve its organization. The superintendent should have opportunity to work with you in selecting the council and determining the number to be on the council. Just one caution, before you begin, understand thoroughly all phases of the council and be prepared to "sell" it—if it becomes necessary.

We decided to have a council composed of eight members, seven were to be farmers; two of these farmers were to represent two school districts sending students to our school. Another farmer member was a past State F.F.A. President and he is attending my Young Farmer Classes. Another farmer is the secretary of the school board. He was put on because of our desire to have the school board represented on the council. The other farmers were chosen because they possessed qualifications which I have previously touched upon. The Young Farmer class elected their own representative to be a member of the council for one year. We wanted the banker on the council because of his past experience as a farmer, and if he has a sympathetic knowledge and understanding of our program, he can be of help if any of our pupils need money for farming activities, or we wish to promote some cooperative activity.

The superintendent and president of the school board serve as ex-officio members; and I have been pleased that this has been done since it gives a very close tie-up between the school admin-

istration, the council and my program.

At our first meeting the various phases of the council work were explained and discussed. The council elected a president, vice-president and secretary. A constitution was set up that covered the scope of the field within which the council will operate; the duties and purposes of the council; the terms of council members, the committees within the council and the duties of each committee. We also made several rules relative to number and frequency of meetings; method of calling meetings; methods of preparing agenda for meetings and who is to prepare the agenda.

When you get your council going be sure to have a regular meeting schedule. Nothing will kill the council quicker than inactivity. Try to meet at least once a month during the school year. I am planning one meeting during the summer. Do not make the fatal mistake of trying to be the chairman of your council. Get them to "take over." They must have their own officers, who of course must be active. In my case I serve as an ex-officio member.

### Council Helps to Unify Community

In conclusion I might add that an advisory council is perhaps the answer to that community that has poor cooperation among its various groups. It might increase the interest and promotion of vocational agriculture in that community where there is little interest in agricultural education. It is definitely needed where teachers make a change as the new man coming into the community will have several good helpers to get his program started. The advice of the council members is responsible advice, and if the council is carefully picked the advice will be very representative of the attitudes of the people in the community.

I think the council is a connecting link between the public school and the public. This gap has grown much too large in some communities. The council serves as a means of better understanding between the public and the vocational agricultural teacher and his program.

Last but not least it offers a means for the agricultural teacher to get many facts relative to his teaching that he might not otherwise receive. We do not like criticism—in certain ways—but through a good advisory council the teacher will be given good constructive criticism. A smart teacher will ask for this criticism and profit from it. I have found my council very friendly and open minded in all their criticisms and advice; they have, on several occasions, prevented me from making errors that would have reflected discredit to the program. It all adds up to this, after ten years of ag teaching I finally found out how to make the teaching easier and yet more effective. I have found through a reliable source how my program is being accepted in this community—and I have a more secure and satisfied feeling of having done a better job of teaching vocational agriculture. ●

# Teacher preparation in agricultural education

J. BRYANT KIRKLAND, Dean, School of Education, N. C. State College



J. B. Kirkland

**T**HIS is the fourth of a series of reviews of research studies. This article attempts to summarize the studies that have been made in teacher preparation. The studies relating to selection of teachers, program of study and directed

teaching that are included in *Summaries of Studies in Agricultural Education*<sup>1</sup> were reviewed; the most recent studies provide the data for the content of this article.

The success of a teacher training program in Agricultural Education is measured in terms of the ability of its graduates to perform the duties and responsibilities of their respective positions. Furthermore, the effectiveness of a pre-service training program in agricultural education is influenced by the quality of students enrolled, the thoroughness and comprehensiveness of the instructional program, the adequacy and appropriateness of experiences provided during the period of student teaching and the effective use of appropriate evaluation techniques.

The demand for teachers of vocational agriculture has been so great since the inception of this phase of Vocational Education that most departments of agricultural education have been reluctant to use any rigid screening devices in selecting their enrollees.

## Selection of Teachers

Very little research has been conducted to aid teacher trainers in the selection of prospective teachers of vocational agriculture. Armstrong<sup>2</sup> recommended that preference be given to students who have graduated from departments of vocational agriculture; who were in the upper two-fifths of their high school graduating class; who will graduate from college at about the age 22 to 26; who possess outstanding personality traits; and who have had adequate social and business contacts. He further recommended that no candidates should be admitted who have serious physical disabilities; whose eyesight or hearing is seriously defective or whose general health is below average; and who are deficient in practical farm experience.

O'Kelly<sup>3</sup> concluded from his study of the relative value of certain traits and characteristics of prospective teachers of vocational agriculture that the trainees most likely to develop into superior teachers will be identified by the following characteristics: Ability to earn better than average grades in all college classes; superior ability to adapt

self to environment; ability to become socially well-adjusted; superior habits of study and concentration; excellence in qualities of leadership; a strong and abiding interest in the teaching profession; ability to impress favorably associates through desirable personal qualities; an adolescent home life supported by "farmer fathers;" decision to teach agriculture made at an early age; and, an unquenchable desire to complete college to the point of leaving school to seek employment in order to further finance schooling, if necessary.

Santorum's<sup>4</sup> study of the scholastic achievement of former students of vocational agriculture as compared with students enrolled in Agricultural Education at North Carolina State College who did not have vocational agriculture in high school showed only a slight difference in the point-grade average in favor of the students who had vocational agriculture in high school.

## Program of Study

Brunner<sup>5</sup> stated that "There should be a special curriculum based upon the needs of teachers of vocational agriculture in the state, and designed to prepare trainees adequately for the technical, economic, social, and cultural responsibilities they will be expected to assume." Because of the variation in the relative importance of the several agricultural enterprises throughout the country it is not likely that a high degree of similarity exists in the technical agriculture pre-service training programs at the various teacher training institutions.

Matela's<sup>6</sup> study of the content of curricula for teachers of vocational agriculture in 22 Land-Grant colleges showed the following distribution of the average relative importance of subject matter areas in technical agriculture: Animal husbandry 30.8 per cent, agronomy 20.7 per cent, agricultural engineering 18.6 per cent, farm management 11.2 per cent, horticulture 9.8 per cent and other agriculture 8.9 per cent.

This study also showed that the distribution of the average relative importance of the different major areas of the curricula was as follows: technical agriculture 38.0 per cent, science 23.6 per cent, professional education 14.4 per cent, the humanities 9.0 per cent,

other required courses 5.9 per cent and electives 9.1 per cent.

Hill's<sup>7</sup> comparison of the curricula in departments of agricultural education in 44 institutions revealed that similarity of requirements appeared only in the broad classifications. Even though all institutions require biological science when an analysis is made of the content of such courses as botany, zoology, bacteriology and entomology and genetics as applied biology all similarity between course requirements is lost in the various institutions. Furthermore, the courses in technical agriculture did not provide factual materials relevant to the solution of the agricultural problems of the various areas.

Phipps<sup>8</sup> doctoral study provided evidence that prospective teachers of vocational agriculture in Illinois in 1949 were completing their undergraduate training without self confidence, ability, or understanding in certain areas of technical agriculture. This study showed that beginning teachers however had a greater concern for their inabilities in the professional areas than in the areas of technical agriculture.

The study of the effectiveness of undergraduate college courses for teachers of vocational agriculture in New York lead Couch<sup>9</sup> to conclude that the teachers, as a whole, fail to see the need for the courses listed in the "Required" group. He recommended a continuation of a wide choice of courses in Biological and Physical Science and Social Studies.

A study of the farm mechanics needs of teachers of vocational agriculture in Alabama<sup>10</sup> revealed that more than one-half of the total farm mechanics program is devoted to shop work where as the teachers need training most in the areas of farm buildings and sanitation, farm power and machinery and rural electrification.

Rhoad<sup>11</sup> discovered that, on the average, beginning teachers of vocational agriculture in Ohio possessed 54 per cent of the essential abilities relative to the swine enterprise. He also found that the prospective teachers possessed only 50 per cent of the 557 essential manipulative abilities in the various areas of technical agriculture.

A study of the difficulties encountered by beginning teachers of vocational agriculture in Tennessee 1937-38 to 1941-42<sup>12</sup>, inclusive, showed that 20.0 per cent of the beginning teachers experienced some difficulty or felt incapable of performing the essential activities in the livestock and poultry areas, 17.5 per cent reported difficulties or inability to perform the essential activities in the field crops area, 18.7 per cent in the agronomy area, 20.2 per cent in the

## What do studies show?

This contribution is one in a series of twelve planned for the current volume. Each will review and interpret studies in a phase of the program in agricultural education. Each will provide the reader with an overview of the research and point up applications in a particular phase. The phases to be covered and the selection of possible contributors were planned with the A.V.A. Research Committee for Agriculture.



horticulture area, and 24.0 per cent in the agricultural engineering area.

Most of the studies reveal a desire on the part of prospective teachers to have sufficient opportunity in the technical agricultural courses to master the essential skills in the principal livestock and crop enterprises.

#### Student Teaching

Directed teaching has for many years been regarded as the strongest part and core of the professional pre-service training program for teachers of vocational agriculture. "The program of teacher education should provide for participating experiences in teaching which will give the trainees ample opportunity, under competent supervision, to participate in a functional capacity, in a cross section of the work of a teacher of vocational agriculture in a well organized school system."

Several different types of directed teaching have evolved during the past two decades. In recent years the trend has been toward placing trainees in off-campus centers for one or more quarters. The author<sup>23</sup> found that in 1948-49 five teacher training institutions in the Southern Region conducted student teaching programs in which the trainees commuted daily from the campus; the trainees enrolled at 5 institutions resided in the community for the duration of the student teaching period; and six institutions conducted programs in which a portion of the trainees commuted and the remainder lived in the training school community.

A comparison of the three types of directed teaching programs revealed that the trainees who commuted daily observed and taught in a larger number of schools, observed more all-day classes and spent a larger number of days in the training centers. They also ranked highest in number of adult farmer and I.O.F. Training classes observed and in the number of supervisory visits made with the teachers to all-day and I.O.F. members of these institutions made the largest number of supervisory visits to the training centers and conducted the Training class members. The staff member largest number of conferences with trainees and supervising teachers.

The institutions that placed trainees in the community to live during the period of directed teaching assigned the trainees to the lowest number of schools for observation and teaching. The trainees spent a greater portion of the school day in the center than did the trainees in either of the other types of directed teaching programs. The trainees also excelled in the number of adult, young farmer, and I.O.F. Training Classes taught. They likewise made more supervisory visits as teachers to all-day, young farmer, adult farmer, and I.O.F. Training Class members. The institutions used the largest number of centers, had more trainees enrolled, assigned the lowest number to a center and made the lowest number of supervisory visits per center during the period of directed teaching.

The enrollees of the institutions in which some of the trainees commuted while others resided in the community did not excel numerically in any of the

major areas of responsibilities. The trainees who participated in this type of directed teaching ranked second or third in the amount of participating experience obtained in the various phases of the program of vocational agriculture.

Bender's<sup>24</sup> study of the participating experiences in the pre-service professional training program of teachers of vocational agriculture at Ohio State University 1937-38 to 1939-40 revealed that the areas receiving the highest rating were those involving the all-day teaching program and the supervised farming program. The lowest evaluations were for the young farmer and adult farmer areas. This study showed that when trainees assume more responsibility and acquire more participation in the areas of experience that are regarded as important their evaluation of the experience increases. The fall quarter received the highest rating for every area of experience while the spring quarter received the lowest rating.

Gandy's<sup>25</sup> study of the comprehensiveness of the teacher training program in agricultural education in Alabama in 1950 showed also that the experiences received in the area of high school teaching were the most comprehensive. The areas ranking lowest in terms of participation were adult farmer programs and publicity. The trainees included in this study were of the opinion that a greater number of supervisory visits to all-day students and adult farmers would have increased the value of their experience during the period of practice teaching.

#### Summary

A review of the recent studies in teacher preparation reveals a need for further research. Teacher training departments in general lack valid criteria for selecting prospective teachers of vocational agriculture. Many departments of agricultural education rely upon the scholarship rules of the college or university to eliminate the students of below average ability before they reach the junior year or before they enroll in the required professional courses. It seems desirable for the teacher training departments to make a positive approach to the problem of selecting students. The teacher training department in each institution should consider the possibility of utilizing the services of its Division of Student Personnel or Guidance Center in selecting the students who will most likely succeed as teachers of vocational agriculture.

There appears to be need for constant re-evaluation and re-planning of the pre-service training program. In too many instances the technical agriculture courses are not organized in terms of the needs of prospective teachers of vocational agriculture. Most of the courses offered by a given department, especially those at the upper division level, are designed to meet the needs of the students who are majoring in that particular department.

Most teachers of vocational agriculture will become "general practitioners" instead of "specialists" upon entering the teaching profession. Perhaps prospective teachers of vocational agriculture would be better qualified in the various areas

of technical agriculture if each department would offer more service courses. Such courses should be planned in terms of the abilities needed by the trainees in teaching farm boys and adults how to solve the problems which pertain to the principal farm enterprises in the type of farming regions in which they will likely become placed.

Almost universally trainees have expressed a need for more practical experience in the technical agriculture courses. A higher percentage of class time devoted to laboratory work and field trips will do much to minimize this alleged weakness of the pre-service training program. There appears to be an imbalance in the various areas of technical agriculture. Many curriculum studies have shown that agricultural engineering receives comparatively little emphasis whereas agricultural economics and farm management occupy the largest proportion of the students' time.

One of the biggest weakness of student teaching programs is that of evaluation. Supervising teachers, student teachers and teacher trainers should develop and utilize appropriate evaluation techniques if student teaching is to serve the purpose for which it is intended.

Prospective teachers should have an opportunity to observe the supervising teacher conduct some of the major phases of the program in vocational agriculture before they begin student teaching. Each teacher training department should explore the possibilities of providing laboratory experiences as early as possible in and throughout the period in which professional courses are given.

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(Continued on Page 93)



# Training for rural leadership

EDMUND HAUGEN, Teacher, Clarkston, Washington

**T**RAINING for Rural Leadership is important, especially as our nation faces world problems as it does today, and our agricultural economy gears to meet its share of the burden.

To make our agricultural economy function as it should we must have a well-prepared and trained individual farmer so that he can take his proper place to form a larger segment of the organization, whether it is a farm organization or our government. The grass roots organization will give a broad and solid foundation, which is essential in formulating sound government, and to prevent leadership in a "top heavy" organization which must surely crumble. One approach to serving each local community is to ascertain whether there is a need or desire to hold a special class in rural leadership.

## Leadership Course

The course in Rural Leadership sponsored by the Vocational Agricultural Department at the Clarkston High School covered a period of ten weeks, with one class period of two hours each week. It was held during the winter months so that it would not interfere with farm work. A visit to the local farm organizations was all that was necessary to find out that there was a great deal of interest in such a course and to secure the names of people who were interested.

The first meeting was called to allow the individual an opportunity to express himself and to help formulate a program to fit the needs of the majority, and to study the phases of rural leadership which needed to be stressed most. I had each individual fill out a form to help me get acquainted with his needs and problems. The form contained his name, address, telephone number, occupation, and a list of the organizations to which he belonged, with offices held in each. We also asked each individual to list the most important things which he wanted to get out of this course and how to proceed.

A member of the class was elected as secretary to keep a record of the proceedings, and at the end of the course a copy was given to each member. This was put up in bulletin form. Each member wrote a complete set of notes each meeting, as they thought that they might use this information before the complete set of notes was available.

There was a unanimous request for a thorough study of parliamentary law. In fact, several wanted to study parliamentary law every meeting so that they would be able to handle meetings more efficiently.

Each meeting was set up with a similar pattern. The first thirty to sixty minutes were used to write notes on the blackboard and to explain them. At first members volunteered to act as the chair-

man to carry on a meeting for a five-minute period. This helped the members to build up their own confidence in themselves as leaders. By using the members to participate as much as possible it wasn't long until all were participating in one way or another. The more aggressive members in the class usually got the ball rolling and kept it rolling.

As time went along the time was extended for practice in leading the discussion. By increasing the length of time that each member would lead the discussion, the barriers were broken down which prevented the members from having full confidence in their own ability as leaders. The enrollment was held down to allow every one a chance to participate.

Several of the members who attended meetings between our class meetings would bring questions from these meetings and use these examples as part of the discussion. These items were discussed from the standpoint of procedure only.

Each meeting was concluded on schedule preceded by a summarization. The meetings were closed promptly, as I didn't want anyone to feel that he was obligated to stay. The unusual thing was that none of the members would leave when class was over, but would linger on discussing the class problems and asking questions relating to the discussion. At first a few would leave after about fifteen minutes, but as time went on most of the group would stay on for an hour or so. The membership consisted of farm leaders, church leaders, 4-H leaders, Boy Scout leaders, fraternal orders, etc., with a common interest in learning how to better serve their community.

## Course Content

The main topics studied were the fundamental principles of parliamentary law; steps in presenting a motion; subsidiary motions; guides to use in assigning the floor when several stand and call for the floor at the same time; practice in stating motions; classification of motions; amendments; reconsider; reconsider and have it entered on the minutes; how to write up secretary's minutes; committees; kinds of committees; committee of the whole; executive committee; chairman of the committee; and advantages of a committee.

These various phases of study of parliamentary law naturally led to group dynamics. Nearly every organization today functions through a committee system, so a considerable amount of time was spent on committee work and group discussions. For our group discussions we used timely topics such as the odor from the pulp mill in our community, the forming of a rural fire district, school problems, and many others that

were real in our community. First the problem would be stated. Then the group would share their ideas by stating the problem in their own terms, considering the advantages pro and con and using their own resources to formulate a solution. Only by bringing out both sides of a question or problem can a sound solution be reached. Being able to debate problems intelligently, whether in a committee or organization, is more important than the average person realizes.

The State Legislature was in session at the time this class was meeting. Many questions had been raised from time to time about the legislature, so, by consent of the group, we scheduled the last meeting to include a talk by one of our former representatives to the legislature. The most important things brought out during this meeting were the steps that a bill goes through from the time it is drawn up until it becomes a law, the amount of committee work necessary on a bill, and the number of bills introduced that never get out of committee and why they didn't. This was followed by a period of discussion. After the close of the session, the group went to a private home for a lunch and social hour.

This coming winter there will be a follow-up program for all members who attended three or more meetings. A questionnaire survey to find out whether the course served its purpose will be utilized.

## New teaching aid on corn hybrids

Students of Penn State's Clover Club, working with scientists of the experiment station's Corn Team, have devised a novel teaching aid to stress the importance of strong root systems for corn hybrids. Many teachers of vocational agriculture and veterans classes have already obtained these displays to emphasize many phases of importance in teaching about corn hybrids.

Actual roots pulled from experimental nursery plots are carefully pulled by the students, roots are washed, dried, then sprayed with plastic material, and mounted on a 42-inch stained board. Each inbred is carefully labeled with outstanding characteristics of that particular strain. With 4 parents and the resulting hybrid on one board, various characteristics can be traced to show how "feeding system" aids yield, how resistance to many diseases and insects is inherited, along with stressing the quality of newly released Pennsylvania hybrids. Besides many Pennsylvania hybrids, boards are prepared using U. S. 13 also. Cost is \$3.50 per display. Co-ops selling Pennsylvania hybrids are using the displays for training their salemen.

—Pennsylvania Agricultural Education

The number of one-teacher schools is estimated at 75,000 in 1948-49 compared with 86,563 in 1945-46 and with 265,474 in 1909-10.

# Leadership without involvement

NATHAN KNIGHT, Teacher, Bellows Falls, Vermont



Nathan Knight

teacher of agriculture?

First, we cannot assume that each teacher is completely established in his community. This cannot be accomplished by merely signing a contract to teach. There are such things as surveys to make and summarize and "key" persons to contact before a beginning in establishment can be made.

How can these "key" persons be discovered by the instructor? One method is to contact such local men as bankers, milk plant operators, farm equipment dealers, in addition to local school board members and administrators. There should be little if any trouble in locating key farmers in the area if this method is used.

After key farmers are discovered the instructor has a list of potential members for an advisory council (or committee if you care to call it that). This council is of extreme importance to the program of agricultural education in the community. The advisory council has certainly proven its worthwhileness with the Institutional on Farm Programs for veterans training and many teachers can vouch for the effectiveness of these councils.

Once the council membership is established (it is suggested that this be a nine man rotating group with each member serving a three year term) and the area survey is summarized the instructor is on his way. When possible much interest may be gained in the proposed meetings of adults by asking several farmers to form a planning committee to plan the initial meetings with the instructor.

## Local Program

We have found this method to be effective in promoting interest and attendance for the meeting "series." We conduct regular monthly meetings throughout the year with the exception of the months from November to February during which time a fourteen meeting series is planned and conducted. A large committee plans with the instructor the entire series of fourteen meetings including such things as nights to meet, subject matter to be covered, and the method of holding the meeting (discussion, speaker, panel or movie). Each

of the other monthly meetings is planned by a different three man committee with which the instructor works. In this way the majority of members in the group have a say some time during the year as to what subject shall be covered. The series has been planned on a five year basis with different enterprises being covered rather completely in each series. Using the above method the instructor has established the attitude that he is a contact and coordinating man for the committee.

This idea has been dwelt on to some length here since it is believed that it is important for those farmers involved to feel they are "running the show." In fact we have carried on our veterans FARM & HOME SHOW held for the past two years in this same manner and have seen very good results.

## Checks on Progress

What has all this to do with the subject of leadership without involvement? It is the objective of the teacher of agriculture to promote better agriculture and better cooperation among farmers in the area. If one can create an interest in better farming on the part of every farmer and a desire to cooperate with his neighbor in discussing and learning about the latest on crops, stock and the like, is he not being a leader of these men? And if this can be done by getting the farmer to help himself he is not building dependency upon the teacher.

Do these men appreciate all the efforts of the teacher and do they really get anything out of the work? The question may be answered with another question: Have you ever held the final meeting of a series, had members of the group summarize the subject matter of the series; followed this with the school administrator presenting the certificates of attainment and then had a spokesman for the group stand and say, "We all appreciate your efforts in conducting this series of fine meetings and wish to give you this little token of our appreciation? If that has ever happened to you, you don't ask "did they appreciate my work in this?"

It is well to consider what is expected as a sign of the appreciation of work. Is not a bettering of the farming in the area a reward for the instructor? It certainly should be for that is what all of us in this field are interested in.

The answer to the question of the farmer obtaining anything from the teacher's efforts may be answered at the time the follow-up visits are made. If one item discussed in a meeting has been of value to an individual he will have further questions on its details. It may be found that he has begun procedures to put into practice that new idea even by the time the follow-up visit is made. When a fellow says, "I tried timing myself on the bars I have to open each

day and I found I spent two hours a day I could have been saving if I had had good swing gates" the instructor feels he has "got across" the point on saving labor.

This, then, is one idea of checking the effectiveness of the work done by the instructor and will help answer the question. Rechecking summaries of surveys from time to time will give an additional check on effectiveness of methods.

In conclusion it may be said that leadership may be had without becoming involved if the instructor considers himself a helper in the program of improving farms and farmers in the area. At no time is it well for the instructor to consider he is running the program himself for without the participants where would his program of education be? These participants, the farmers, know best what information and assistance they need most and will naturally co-operate more fully with the instructor if they are interested in the matter. The teacher of agriculture who discovers success in this field is the one who helps the farmer help himself. ●

## Michigan's "10 and 20 Year Club"

WALDO PROCTOR, Teacher  
Walled Lake, Michigan

MICHIGAN'S Association of Teachers of Vocational Agriculture has an organization within its membership of which it is justly proud and which represents a real zeal and love of its membership in its profession. This organization, known as the "10 and 20 year club" is made up of men who have served 10, 20 or more years in the vocational agriculture field and makes up nearly 60 per cent of the total membership of the M.A.T.V.A.

A review of its membership, from the standpoint of service, reveals that there are some real old-timers on its rolls.

There is one member with 35 years of service, two with 34, three with 31 and one with 30. Of lesser experience are 17 who have 20 but less than 30 years in their chosen field. This group will be augmented by two or three men who will complete 20 years in 1951.

The group of men having 10 but less than 20 years of service at the present time consists of 52 and will be increased by 14 or 15 at the end of the present year.

The awarding of keys to men who have completed 10 and 20 years of service is one of the features of the banquet of the M.A.T.V.A. at the annual Summer Conference of Vocational Agricultural Teachers.

Each year the club holds a banquet for its members, during the Summer Conference, at which time its annual meeting is held. Its membership assumes responsibility for furnishing entertainment for conference meetings when needed. With these exceptions the club is largely social and honorary in nature but it does seem to be of some inspirational value to the teachers of less experience. ●

# Stay home nights and live longer

C. S. ANDERSON, Teacher Education, The Pennsylvania State College



C. S. Anderson

IT is nearly two years since an article of mine under the title, "Share Responsibility And Live Longer" appeared in The Agricultural Education Magazine. Running through it was the implication that for many teachers of vocational agriculture their load of work

and responsibility had increased beyond reason. There was a note of caution, and suggested ways to improve the situation. Something about that article (it must have been the catchy title, which, incidentally, the editor contributed) struck a responsive chord among readers. Occasional fan mail letters still continue to come to my desk.

I should like to sample this folder of letters and quote from as many as possible within the space of this brief article. With identifying names omitted, surely no writer will object. Readers will detect some innermost thoughts of teachers of vocational agriculture and others associated with the program, thoughts seldom openly expressed. Even an element of humor may be read between some of the lines. But let it be understood that my purpose in writing is serious. Way down in their thinking most men fear a heart attack, and agricultural teachers are no exception. Unfortunately, few of them do anything about it.

## From the Mail Box

An agricultural teacher's wife furnished the title for this article when she wrote, "We read your good article in the Agricultural Education Magazine. For fifteen years I have been preaching to my husband that if he would stay home nights, he would live longer, but it took your article to convince him. Bob had finished an especially hard week of teaching and had attended five consecutive late evening meetings, when in the Saturday mail the magazine with your article arrived. Bob read it and then reread it to me. Then, rolling up the magazine and giving it a hilarious slap on the table, he said, 'Jean, that's exactly what I've wanted to do for fifteen years and didn't think my job would permit it. From now on it's eight hours sleep for me and at least six hours at home with you and the kids. At last some time to do as we please and not be ashamed to be caught at it!'

"That very night Bob was on the phone deciding in short order matters he had previously scheduled for long committee meetings, turning over to F.F.A. boys jobs that he never before

would have thought them capable of performing alone, and asking folks right and left to help him with things that for so many years had prevented him from knowing anything but work.

"I have waited six months to write you for I have had my fingers crossed. It's working! Bob has never enjoyed his work so much, and come July 1 he's to have a \$300.00 raise."

A California reader reacted this way, "That was an excellent article, even though it may create a shortage of teachers. We teachers of vocational agriculture would like to follow your advice, but how?—Out here we get high blood pressure just worrying over the thousand and one things connected with our jobs, the things we never seem to get done, to say nothing of having to neglect our family and personal interests. You haven't delved deeply enough into the solution to suit me."

A supervisor who knows me intimately wrote, "Dear Andy: It is a good article but should never have been published. It is playing havoc with agricultural teachers in my state. Recently at a meeting of teachers while I was pouring on a little more work for them, one of the men interrupted and asked, 'How can we do all this you are expecting us to do and still follow the advice of Doctor Anderson back in Pennsylvania?'"

My answer to the supervisor was in essence, *stop pouring*. And then I told him the old story of the executive in a manufacturing concern who was giving one of his foremen a dressing down over the telephone for not turning out greater production from his department. A visitor was at the desk of the manufacturer and listened to the driving conversation.

When the receiver was hung up, the visitor remarked, "Mr. Brown, if you do that very often you are going to get a heart attack." The irate manufacturer's reply was, "I don't get heart attacks, I give them."

Nearly every man who wrote me expressed amazement that heart disease in one form or another would ultimately terminate the lives of most men teachers. A teacher and former student of mine with many years of successful experience to his credit in Illinois excitedly began his note to me like this, "Gosh, Doc, do you mean what you said in the opening sentence in your article in the December Agricultural Education Magazine, that seven out of ten of us will some day die of heart disease? It is the only disease I've ever been afraid of, and now I find I am in an occupation where they all die of it."

Well, of course, it is not quite that bad. The occupational statistics do show 72 per cent fatalities for men teachers, but many occur at the end of long and useful lives. There are some

precautions teachers can take; work relaxed, avoid worry, keep away from emotional situations, and always get your required rest.

One teacher said, "I've lived with a heart condition for over ten years, and after learning to live with it pretty much on its own terms life hasn't been bad at all. My hardest lesson was to learn there was something to do besides eat. My problem was over-weight. Now I believe in the axiom, 'The smaller your waist line the longer your life line'. Doctors, too, say that all controllable causes that shorten life, overweight comes first."

My *Share Responsibility And Live Longer* article came to the attention of a country doctor in Louisiana who took time from his busy day to write, "Your article about heart disease is one of the best and most sensible articles written by a layman that I have ever read. Our local teacher of agriculture loaned me his copy of the magazine. I have asked him to get me several extra copies to have on hand to give to convalescing heart patients, and I intend to keep a copy on my office reading table in the hopes that waiting patients will read it. You may do them more good than I can, who knows?"

A Texas teacher jokingly referring to his own experience remarked, "Heart attacks are my hobby. Nine years ago I experienced the real McCoy. They even had the sexton alerted to stand by. It was six months before I was up and able to apologize to him, but I made it. Every now and then I have a miniature heart attack. I am grateful for those little angina pains that dart around my chest when I get to working too hard and nervous tension tightens. They are my warning signs, and believe you me I pay attention to them. I stop right then and there and rest. Rest is the great cure. Fatigue and nervous tension are the principal causes. I believe teachers who recognize these facts can have heart attacks by the gross and maybe live to be a hundred. I think no more of them than I do an ingrowing toe nail. The treatment for both is about the same; wear your house slippers a little more, relax, and as you advise share your responsibilities with others. Most teachers of agriculture do not understand the first principle of delegating responsibility."

Mark Nichols, Director of Vocational Education in Utah, hit the bullseye when he said, "Every vocational agriculture teacher worth his salt who has been on the job six months or more will find enough work to do in vocational agriculture to take the time of two or three men. His responsibility then lies in doing first things first. He is the master of his fate, the captain of his soul, and planner of his program in vocational agriculture as well as his personal activities beyond his job."

And I should like to add, he is the sole conservator of his physical and nervous energies. There are very few spare parts available for damaged hearts and frayed nerves. Conserve them; they are all you will ever have.

*Nichols, Mark. "Help, This Teacher Load Is Killing Me." The Agricultural Education Magazine, September, 1950.*





# Ohio Association of Young Farmers of America is formed

RALPH E. BENDER, Teacher Education, The Ohio State University

THE Ohio Association of Young Farmers of America was born at the Fourth Annual Post-War Conference of Young Farmers held at The Ohio State University, March 2 and 3, 1951. Perhaps, it would be more correct to say that the young farmer program in Ohio has "become of age" inasmuch as local young farmer associations have been organized and conducted in the state for the past 30 years. At least it seemed to be a step in the right direction for the further development of this phase of vocational education in Ohio. Young farmers attending the annual conferences for the past two or three years have indicated an interest in developing this State Association. There was general agreement that such an organization would stimulate more interest on the local level, would give greater prestige and identity to the program and would unify and coordinate the efforts in the further development of an effective young farmer program.



Ralph Bender

## Type of Organization

The control of this state organization is vested in a council consisting of ten young farmers. Each of these members shall be elected for a period of two years without the privilege of being re-elected for a second term. Five members, one from each of five sections of the state, shall be elected each year at the annual conference by the delegates from local chapters. The council members shall, in turn, select the various officers consisting of president, vice-president and secretary. Members of the state supervisory staff in vocational agriculture shall serve as the adviser and executive secretary-treasurer of the association. This form of organization has been used without a formal constitution during the past several years. The delegates believe that it is more suitable

than the type of organization, such as the Future Farmers of America where the officers are elected directly by the delegates.

## Purposes

The purposes of this organization are centered chiefly in the further promotion of young farmer activities on the local level. It provides for the following general purposes, as set forth in the constitution:

- a. To develop a greater appreciation of the opportunities in farming and to foster a love for country life.
- b. To interest and aid out-of-school farm youth through a program of systematic and organized instruction to become established in farming.
- c. To develop an understanding of the ways to secure and utilize the services available to farmers in improving their economic status and social and family relations.
- d. To cooperate with all agencies and organizations whose objectives are the improvement of the economic, education and social conditions of rural life.
- e. To develop the leadership abilities needed to participate in desirable activities for rural young people.
- f. To provide wholesome, social and recreational activities.
- g. To plan and render worthwhile community services based on the needs of the community.

## Program of Activities

The number of state-initiated and conducted activities will be kept at a minimum. The annual two-day state conference will continue to be the chief activity to be sponsored by the State Association. At this conference, attention is given to the further personal and vocational development of the delegates who are in attendance as well as to give some encouragement and assistance to the organization and development of local chapter programs. At this year's conference, for example, resource persons and specialists concerning agricultural outlook, farm appraisal, new de-

velopments in farm machinery, swine feeding and research in agriculture were used. In addition to presentations and discussions on these topics, reports from local chapters were given concerning specialized or selected Y.F.A. activities. Small group meetings for the purpose of discussing some of the ways and means for initiating and developing programs as well as carrying them out were held. A banquet has likewise been a regular feature of the conference.

## Local Associations to be the Chief Emphasis

As in the Future Farmers of America, the chief values of the Y.F.A. will be realized on the local level. At the local level a year-round program of agricultural education including social, civic and recreational activities can and should be developed. A basic part of the total young farmer program in Ohio throughout the years has been and will continue to be the educational phase with its chief emphasis upon the establishment of young men in farming. It is evident, however, that a successful farmer is more than just an efficient producer and marketer of crops and livestock. He needs to be a well balanced person who can get along well with people and who has the ability to assume responsibility for the improvement of his community, state and nation. To promote activities that contribute to such development should be the aim of the local program.

In Ohio, many teachers have found that three instructional meetings concerning agricultural problems and one additional meeting each month consisting of Y.F.A. business, and/or social, civic and recreational activities usually makes for a well balanced program. Y.F.A. programs should be planned throughout the entire year and all resources in the community should be used. Other agencies, such as the Farm Bureau, Grange, and Extension should contribute to such a program in a coordinated manner. The Y.F.A. should not attempt to do the entire job nor should it attempt to duplicate that which is already being done. For the development of a complete Young Farmer program, the teacher needs to understand well the problems of young men; he needs to be a good organizer and a wise counsellor as well as possess the ability to work with other representatives and agencies of the community.

# F.F.A. members take lead

In accident and fire prevention in their community

WILLIAM J. LORD, Teacher, Walpole, N. H.

EVERY F.F.A. chapter should do all it can do to make its community farm safety conscious. The Walpole F.F.A. chapter has included in its program of work an intensive farm safety program which includes three phases of work; the chapter's safety program for the local farmer, housewife, and the youth.

The F.F.A. chapter can do its best job with the farm youth because of the close contact with him in the classroom, in the farm shop, and on field trips.

A unit on farm safety is included in our list of farm jobs each year. This unit included the survey of the home farm for hazards and their remedy and the study and discussion of farm accident information.

One of the best sources of information for the agricultural teacher on farm accidents is the "National Farm Safety Council," 425 North Michigan Avenue, Chicago 11, Illinois. Here one can obtain useful leaflets on safe methods for

specific farm jobs. These leaflets can be used in the classroom, for exhibits, for radio announcements, for newspaper releases, and for other educational activities. Our chapter distributes these leaflets to local farmers through the mediums of its members, the Grange, and exhibits of various types in the community and at the county fair.



Demonstrator for state fire underwriter provides realism in community meeting for farm fire prevention, sponsored by F.F.A. Chapter.



Officers of the chapter place farm safety sticker on gas pump.

Another very good student-directed classroom activity is to keep a record of all farm accidents in the local community, their cause, and how they could have been prevented. This should be kept on the bulletin board and the figures totaled at the end of the year.

The chapter sponsors safety movies and plays for the school which help to make the rest of the school safety conscious.

Since farm machinery is the leading agency of accidents throughout the country, the farm shop is the place where the teacher can do the job of putting across safety to his F.F.A. boys, veterans, and young farmer groups.

In our shop we have safety posters which show the proper use of machinery and equipment. Individual instruction is given in the proper use of the tractor, truck, and other equipment. . . . The F.F.A. members are cautioned to be on the alert at all times to keep all equipment in safe operating condition.

The chapter's program for making the farmer safety conscious includes the use of 4" by 4" farm hazard stickers with a skull and crossbones on them. These are given to the farmer on field trips, at Grange meetings, by the F.F.A. boys. These stickers are put anywhere on the farm where a farm hazard exists. Our farm safety exhibit at the local county fair, in our community, and on F.F.A. safety programs at the Grange, also helps us to make our local farmer safety conscious.

Through these farm safety activities the Walpole chapter feels it is doing its bit in making the farm community more aware of the hazards which exist on the farm, in the home, and in our rural communities.



C. R. Fridline, teacher at Mt. Vernon, Ohio, recommends the use of tape recorder to improve effectiveness of parliamentary procedure.

## Benefits from parliamentary procedure contests

W. F. STEWART, Teacher Education, Ohio State University



W. F. Stewart

FOR at least 20 years Future Farmers have been giving attention to the mastering of the abilities of a presiding officer and of members participating in business transactions. In many chapters these abilities have been developed through team participation

and even in contests.

In Ohio the first steps in carrying the idea beyond the chapter level were taken in providing a contest among selected chapters which was conducted at the State Leadership Convention attended by delegates from the various chapters. This contest was sponsored by Townsend Agricultural Education Society, a campus organization of majors in Agricultural Education. In this contest the demonstration of at least six abilities was required and a different team member was asked to preside during the demonstration of the successive abilities. The result of this elementary contest finally developed into a contest known as the Chapter Procedure Contest. This consists of a team of from six to ten members presenting the opening ceremony, the business meeting in which at least six abilities of the presiding officer are demonstrated, the reading of

the minutes by the secretary, and the closing ceremony.

For a few years this contest was conducted on chapter, district, and state levels. In recent years the contest has stopped at the district level where awards of gold, silver, and bronze are made to the competing teams.

A feature of the Ohio contest which is considered to have definite merit is that of providing four quizzers—one from each of four competing teams—who appear with the team giving its demonstration and have certain prescribed rights and privileges. The purpose of the quizzers is to introduce incorrect procedures which the presiding officer or some member of the demonstrating team must detect and act accordingly. Since the quizzer may participate either properly or improperly, it is the responsibility of the demonstrating team to detect the correct from the incorrect procedures. Obviously, incorrect procedures appear much more often through the use of quizzers than would occur if only the team members were demonstrating.

Briefly, the preceding survey covers the high spots of practice in parliamentary procedure in Ohio during the past 20 years.

*What Have Been the Benefits? How do the Boys Rate the Help Which They Have Received from These Contests?*

In order to find out the evaluation of this project by boys, teachers, and principles, a suggested list of eight ben-

efits was prepared. Six copies were sent to the teachers of vocational agriculture and advisers of 25 selected chapters with state-wide distribution. Each teacher was asked to select six boys from his department who had at least three years of experience in developing abilities in parliamentary procedure and, preferably, who had represented the chapter at least once on a Chapter Procedure Team in local, county, or district contests. The teacher was instructed to ask each boy to rate the benefits he had received from participation using the following scale: one represents "superior" benefits; two, "average" benefits; and three, "minor" benefits. In addition, the teacher was asked to write a paragraph from his experiences in developing parliamentary teams giving the specific benefits which had resulted in his department, his school, and his community from the participation of his pupils in parliamentary practice. Also, the teacher was asked to invite the superintendent or principal to write a paragraph on the benefits which he recognized that have come to the participating boys, the student body, and other local organizations from having a Chapter Procedure Team performing in his school and community.

The responses from the invited chapters were all but unanimous.

The list of benefits submitted to the chapters follows:

1. The ability to preside effectively.
2. The ability to participate correctly in business meetings.
3. Confidence when participating in meetings.
4. The improvement in my ability to speak extemporaneously.
5. The improvement in my ability to use correct English.
6. Quickening of my judgments in deciding whether a thing is right or wrong.
7. Personal pride in my own and my team's accomplishments.
8. The challenge which comes from serving as a quizzer of a competing team.

Space was provided for listing additional benefits by individual boys and for rating these additions.

*How Did the Boys Rate the Various Benefits?*

It might be assumed by many that the basic objective of this project is to develop the ability to preside effectively and that, therefore, that ability would be rated highest by the boys. Not only did this ability not rate first, it did not rate second or third, but fourth. A summary of the results follows using the numbers to represent the abilities as they appear in the numbered list above.

Ability 2: 69 ratings of 1; 34 of 2; and 5 of 3.

Ability 3: 66 ratings of 1; 37 of 2; and 5 of 3.

Ability 7: 52 ratings of 1; 34 of 2; and 8 of 3.

Ability 1: 56 ratings of 1; 45 of 2; and 4 of 3.

(Continued on Page 86)



## Benefits from parliamentary procedure contests

(Continued from Page 85)

Ability 6: 35 ratings of 1; 49 of 2; and 19 of 3.

Ability 4: 31 ratings of 1; 63 of 2; and 10 of 3.

Ability 8: 27 ratings of 1; 42 of 2; and 20 of 3.

Ability 5: 22 ratings of 1; 46 of 2; and 26 of 3.

As an explanation of the low vote given benefit 8 it may be stated that this benefit would be rated by only those members who had acted as quizzers and since the number of quizzers is limited, obviously many boys had little or no experience in that activity.

Individual boys listed as many as three additional benefits. Of those listed reference to leadership training was made in some cases, and in others, abilities which might be interpreted as repetition of abilities already listed were frequently found.

### *What do the Teachers Mention as Benefits Beyond Those Indicated by the Boys?*

Some of the more frequently mentioned benefits were these: "Self-confidence before a group," "Ability to think on their feet," "Better understanding of democracy and how it works in give and take," "Leadership in other student organizations," "Good sportsmanship," "Improvement in debating," "Better qualified to participate in other organizations," "Ability to oppose others tactfully," and "Ability to help other classes and school organizations."

### *What Were the Comments of the Superintendents and Principals?*

Three of these letters are copied verbatim.

Mr. C. H. Frazier, Principal of Jefferson-Dresden High School, wrote:

"I have been asked to comment on the benefits from practice in parliamentary procedure. I find that there is a distinct benefit in future life. In meetings that I attend today in this community, I find that former F.F.A. students are able to rise in a meeting to express ideas clearly. They are able to practice in real life this good work which is carried forward by the agricultural department."

Mr. Howard W. Cope, Principal of Upper Sandusky High School, wrote:

"It has been a general observation in our high school among both teachers and students that the benefits accruing from the study and practice of parliamentary procedure by F.F.A. boys is indeed significant. The boys not only learn correct procedures but they learn to get up in public and speak.

"This year the F.F.A. parliamentary team coached the Student Council in correct parliamentary procedure. This Council consists of the presidents of our 17 clubs, organizations, and classes. This not only helped Student Council officers but we feel carried back to all school organizations.

"The training the boys receive extends on into grange, farm bureau, and junior fair business sessions. We feel it a very worthwhile activity."

Mr. Arthur B. Gorsuch, Principal of

# Some should go to college

W. W. MILES, Teacher, Damascus, Maryland



W. W. Miles

boy faced with his decision for the future. In performing the guidance functions of a teacher, the vocational agriculture teacher has the total welfare of the individual boy at heart and avoids placing total emphasis on agricultural matters. Some of the greatest opportunities for guidance which a teacher of agriculture has are not only guiding for a future vocation, but guidance in connection with social, moral, health and other problems even outside the field of agriculture.

Although tests for determining interests in and aptitudes for many occupations have been developed in recent years, tests for aptitude for agriculture work do not play an important part in counseling. The teacher relies on the reaction of the boys to farming as they know it from experience and to the agriculture work in school. Teachers of agriculture have close associations with their students over a period of years in the classroom and in the community. They have many opportunities for individual conferences with the boys and visits with the parents. As a result of this familiarity, a teacher can learn much about a boy and help him make

IN a democratic school system in which many decisions are made by the students, one of the very important functions of the teacher is guiding the students to make these decisions. The agriculture teacher plays an important part in the guidance of a

sound decisions as to the reasons for going to agriculture college and the real interest in this desire. No one should ever be guided into college work unless he has a high and abiding interest in the work before him.

### Group Instruction

It is quite common now for teachers to provide at least one teaching unit dealing with agricultural occupations. However, it is impossible to guide students into agricultural college or any other phase of work with just one unit. It is true that a formal introduction to agricultural occupations may be needed, but consideration of agricultural occupations and the importance of a college background is not limited to special units. The teacher of agriculture, as has been pointed out, works very closely with his boys. He, himself, must make a college education seem vital and important; must impart to the students what college is with relationship to classes, cost, and social growth; must make it clear that sincere interest is needed for college as well as a reasonable amount of native ability. Through the teaching of units, the agriculture teacher can point out what jobs fit various fields and what training is needed for such jobs.

The guidance of students into college does not begin the last six months of the senior year. It begins the moment the boys enter the vocational agriculture program. Truly, each boy in the program may not be qualified for college, however, a teacher should not limit the emphasis on the importance of college work to only outstanding and interested boys. The whole group should be impressed with the value of agricultural college; the advantages of specialized training; the personal pleasures derived from a college education. This in turn will develop a healthier attitude of the entire group for academic work. After this process of indoctrination has been in effect for several years, junior and senior boys may be taken to visit an agricultural college. The teacher-trainer of your state university will gladly arrange for a visiting day to see classes in session, dormitories, and fraternity life. This activity culminates the teacher's discussion and enthusiasm.

After a boy has entered college, there should be a follow-up program. He needs moral support, for there is quite an adjustment for a farm boy to make when he leaves a small community to become one of many on a campus of a large university. Each boy's success in college will reflect on the undergraduates of his Alma Mater. His success will make other boys desirous of the same opportunity. Remember, above all, the desire for entering agricultural college must come first. This desire should be implanted and developed by the agriculture teacher as he sees the necessity. The teacher who is dynamically alive and who has a charming personality not only sells himself, but what he believes.

Ashland High School, wrote:

"Our parliamentary procedure team has been a tremendous help to us in Ashland High School for a number of years. They have put on demonstrations for almost every other organization in school, for adult groups and for some of our classes, such as distributive education. Needless to say, they put our adult groups to shame!!! More important, however, is the effect this type of procedure has on the boys themselves. I have seen shy, timid, self-effacing boys who have been brought out tremendously by having served for a year or two on our parliamentary procedure team."

This, then, constitutes the findings of a small check-up on the benefits to high school boys who have participated in parliamentary procedure contests in Ohio supplemented by the opinions of their teachers and their high school principals. All in all, the findings are most favorable and commend this type of project as a desirable basis for training in leadership.

# Practice in cooperation

Real experience obtained through F.F.A.  
cooperative activities

JOHN SAFFORD, Teacher, Walla Walla, Washington

**C**OOPERATIVE activities have been the main line of endeavor for the Walla Walla chapter of Future Farmers of America at Walla Walla, Washington for the past twenty years. Before one can appreciate the work being done by this F.F.A. chapter, he must review the history of cooperative activities since the year of 1930.

## POTATOES

During the years of 1933-1937 the Wa-Hi F.F.A. chapter operated a potato cooperative consisting of from 5 to 20 acres per year. This was a true cooperative, to produce certified seed and commercial potatoes. Some fifty F.F.A. members and the chapter purchased shares in this cooperative. Each share consisted of one-half an acre.

All of the machinery was rented and the boys did the work. Dividends ranged from zero to \$75.00 per share; this was affected by prices, weather and grasshopper damage.

The main purpose of this type of farming was to give boys living in town a chance to have a supervised farming project and enable them to take vocational agriculture.

## SWINE

There were some members who wanted to get started raising purebred swine during the depression years, so the Wa-Hi F.F.A. chapter set forth to help them. From 1932 to 1940 a cooperative rotating swine project was conducted. This was started with one bred gilt and was built up to the extent of forty boys participating. Along with this swine cooperative, a purebred boar was maintained for service for three years.

The contract used for this cooperative was similar to the one used at the present time. In conjunction with this swine project, a feed cooperative was maintained for three years. This cooperative dealt with cooperative buying and selling wheat and barley for boys raising swine.

## SHEEP

After the members became established with purebred swine, interest began to increase in sheep. During the years of 1942 to 1950 a purebred sheep cooperative was operated. Starting with six ewes and one ram, this project was built up to 20 head with four boys participating, each on a three year contract, up to the present time. This contract called for the boy to turn back to the chapter one ewe lamb for each five lambs born, excepting for various years of unusual conditions.

The purpose of this cooperative is to provide breeding stock, show lambs, and maintain ram service for the F.F.A. members and farmers in the community.

## CERTIFIED GRASS SEED

The Walla Walla F.F.A. chapter really got started in cooperative activities in 1942. This was the beginning of the cooperative production of certified grass seed, which the chapter is still carrying on, as of 1950.

On February 28, 1946 the Walla Walla F.F.A. chapter began the first and only Incorporated F.F.A. Cooperative in the State of Washington known as the "Wa-Hi F.F.A. Grass Cooperative."

From the beginning in 1942, the chapter started with 7 acres of grass and increased as follows: 1943—7 acres; 1944—20 acres; 1945—20 acres; 1946—24 acres; 1947—21 acres; and 1948—24 acres; giving a total of 116 acres of grass at the present time. In addition, 15 acres of wheat was raised per year from 1948 to 1950. F.F.A. members and the chapter could purchase shares for \$35 each in this cooperative which consisted of one-half an acre per share. The grass land is divided into seven plots, or "Pools."

Dividends have varied from zero to 250 per cent per share. The highest production of certified seed in a year was 32,000 pounds with some "Pools" averaging as high as 900 pounds per acre. This cooperative is operated by a Board of Directors consisting of the following: four F.F.A. members, one advisor, one parent, and one school administrator.

The main function of the grass cooperative is to provide supervised farming projects for boys living in town who desire to study vocational agriculture. Some 73 F.F.A. members have depended upon this cooperative for project work. This activity hasn't just helped boys have an agricultural project, it has helped finance some of the members' college education.

## MACHINERY

In order to efficiently operate the farming activities of the Wa-Hi F.F.A. chapter, a machinery cooperative was established in 1943. This cooperative is directed from the F.F.A. chapter in order to provide machinery for the grass cooperative, F.F.A. members, school, and to do custom work. A full line of machinery and equipment adapted to grass seed production is maintained. The present valuation of machinery is \$8,000.

A separate bank account is kept for the machinery cooperative, grass cooperative, and for the F.F.A. proper for general activities.

## GENERAL

At the present time, the year of 1950, the Walla Walla F.F.A. chapter maintains and operates the following cooperatives: grass seed production of 116 acres, 15 acres of wheat, \$5,000 worth of machinery, 20 head of regis-

tered Hampshire sheep, 20 head of registered swine, and 2 head of registered Hereford beef cattle. The membership of this chapter has varied from 50 to 85 per cent.

During the past twenty years the members of the Walla Walla F.F.A. chapter and the chapter as a group have patronized, cooperated with, and worked for the following farmer cooperatives in the community: Farm Bureau, Grain Growers, Grange Supply, Washington Farmers Cooperative, Washington Co-op Chick Association, Pacific Supply Cooperative, Artificial Breeders Association, Production Credit Association, Dairymen Association, Rural Electrification Association, and the Grange Livestock Marketing Association.

Numerous class trips, chapter tours, and individual visits were made to various farm cooperatives and commercial businesses. The farm or associations that are used the most in this community are chick hatcheries, creamery, flour mills, grain elevators, meat packing plant, and machinery companies. From visiting these places and observing their practices and operations, the F.F.A. members gain a better understanding of business developments and advancement made by new methods and procedures.

The Walla Walla F.F.A. chapter strives to have at least a third of its membership attend special or annual meetings of farmer-cooperatives. The Wa-Hi grass cooperative has four regular meetings each year plus an annual meeting with a banquet and a program concerning cooperation. The attendance of this chapter at community meetings of farmer cooperatives varies from 10 to 50 per cent of the entire membership. This past year, as well as many previous years, members of the Wa-Hi chapter have attended the annual or special meetings of the following local cooperatives; Farm Bureau, Grain Growers, Artificial Breeders, Dairymen, Production, Credit, and The Federal Land Bank.

Each year the Walla Walla F.F.A. chapter has a large group of members on a cooperation committee and they are very active throughout the year. The main function of this committee is to direct the cooperation of the chapter with the school and other organizations. Through the efforts of this committee and the chapter, the following is done: machinery, equipment, and supplies are purchased from the Farm Bureau and Grange Supply; chapter wheat is marketed through the Walla Walla Grain Growers; fat livestock is marketed by the Grange Livestock Association; the chapter's grass seed is marketed through the Pacific Supply Cooperative; and every year about twenty members enter the Grange Essay Contest on Soil Conservation.

There are a large number of activities that the F.F.A. chapter does during the year which are closely related to cooperation and community service. A large amount of time is spent by F.F.A. members and the chapter in working with the Southeastern Washington Fair Association in conducting their annual district fair each fall. Then in the spring the

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# Keeping up on technical agriculture

Popular summer conference program for Vermont and New Hampshire teachers

P. S. BARTON, Teacher of Education, U. of N. H.



P. S. Barton

MANY teachers of agriculture find it difficult to keep up with the new recommendations, improvements, and techniques constantly appearing in the fields of technical agriculture. This seems to be particularly true in those sections of the country having

great diversity of enterprises within the local patronage area.

Teachers of vocational agriculture and veterans instructors in New Hampshire and Vermont are faced with this type of problem and have frequently suggested to the State Supervisors and Teacher Trainers that something should be done about it. Consequently the 1951 Joint Conference seemed to provide an opportunity to get started on a possible solution. It may be of interest for the reader to know that teachers in these two states have been meeting jointly for many years for a three or four day annual conference. The program alternates between the two states and the 1951 conference was scheduled for and recently held at the University of New Hampshire at Durham, New Hampshire.

The Dean of the College of Agriculture was contacted and was very receptive to the idea. A conference was arranged between the Dean of the College of Agriculture, the Chairmen of the Production Departments, and the Supervisors and Teacher Trainers to discuss the possibilities of such a conference being run at the University of New Hampshire and ways and means of doing it. Excellent cooperation was obtained with the college staff and each department developed plans around a central theme—"Current Problems and New Developments." The participating departments included Agronomy, Animal Husbandry, Dairy Husbandry, Horticulture, and Poultry Husbandry.

The following brief outlines indicate the areas each department proposed to cover:

## Agronomy

- "Potatoes and Potato Research"
- "Soil and Soil Fertility Problems"
- "Hay—Pasture Varieties"
- "Green Pastures Practices and Results"

## Animal Husbandry

- "Management of Beef Cattle"
- "Management of Sheep"
- "Management of Swine"

## Dairy Husbandry

- "Feeding—Maximum Use of Roughage"

"Breeding and Management"

"Herd Health"

"New Milk Products"

## Horticulture

"The Program, Experimental Project"

"Tours and Discussions"

## Poultry Husbandry

"Management"

"Nutrition"

"Breeding"

"Disease"

"General"

The reader should keep in mind the theme of the conference as indicated above and understand that only current problems and new developments were to be given detailed attention.

The teachers of vocational agriculture and veterans instructors were to be divided into three groups, A, B, and C, with no differentiation being made as to which kind of an instructor the man happened to be. Each group was then to be scheduled with the participating departments as shown below:

	Wednesday		Thursday		Friday	
	A.M.	P.M.	A.M.	P.M.	A.M.	P.M.
Agronomy.....	A			Meeting	C	B
Animal Husbandry.....	B	A		Separate		
Dairy Husbandry.....	C	B	A	State		
Horticulture.....		C	B	Groups	A	C
Poultry.....			C		B	A

## Organizational Meeting of new adult education association

THE Adult Education Association of the U. S. A. was organized at Columbus, Ohio, on May 14, 1951. With its organization the two prior adult education organizations, the American Association for Adult Education and the Department of Adult Education of the N.E.A., were dissolved.

Dr. Howard Y. McClusky of the University of Michigan is president of the new organization. H. M. Hamlin of the University of Illinois was elected to the executive committee, pro tem, from the field of vocational education.

About 200 persons participated in the founding session. There were attendants from 30 states, well distributed over the country. The following were some of

This plan was followed and proved to be very satisfactory. Group meetings started on time and closed on time and a full three-day program functioned quite smoothly.

The lecture, discussion, and field trip techniques were used by the staff members of all departments in presenting their particular phase of the work. Demonstrations and other visual aids were frequently used and ample time was provided for questions by the group. The field trips conducted by members of the participating departments provided excellent opportunities to see new experiments and results of previous experimental work. Very favorable comments were obtained from teachers on this phase of the program. No attempt was made to provide "learning by doing" situations as the purpose of the conference was to provide information or knowledge and not manipulative skills.

Relationships between the college staff and the agricultural teachers were excellent. The staff frequently commented on the interest and enthusiasm shown by the teachers and the teachers in turn commented very favorably on the cooperative attitude of the college staff and their willingness to discuss problems and answer questions.

It appears from all indications that this particular type of conference is very acceptable to the men in the field and is an example of one procedure that may be followed in helping teachers keep up to date in the areas of technical agriculture common to their particular states and communities.

the agencies of adult education represented: university extension, adult education councils, evening high schools, junior colleges, libraries, museums, agricultural and home economics extension, Y.M.C.A. and Y.W.C.A. adult education agencies, safety education, the Ford and Kellogg Foundations, and the public schools.

Twenty-five national organizations had representatives who formed an autonomous "Council of Organizations" within the association. Ralph Howard, director of vocational education in Ohio, represented the American Vocational Association.

H. M. HAMLIN,  
University of Illinois

Nothing is troublesome that we do willingly.—Jefferson



# How interesting is your teaching?

J. L. PERRIN, Supervisor, New Mexico

**D**ID you ever ask yourself this question—"How much of what I learned in high school have I retained?" Then ask yourself the question, "Why have I retained what I have?" Was it because of interest in the subject, because you understood it, or because the information was usable? As a teacher you know that retention is based upon interest, understanding and use. I believe it will be worth your while to review the interest skills and techniques which may be applied in teaching vocational agriculture.

I shall not attempt to discuss all the techniques under each skill, but will give several examples for each interest skill to show how techniques may be developed. With your experience as a teacher you can think of many more techniques for utilizing the various interest skills. I will number the skills and techniques in order that you may follow them more easily. The interest skills which may be used to control the interest of your pupils are:<sup>1</sup>

1. Make use of the natural impulses of your students.
2. Arouse a feeling of need for the lesson.
3. Stimulate doubt, suspense and uncertainty.
4. Provide appropriate illustrations.
5. Provide satisfactory physical conditions.
6. Make use of visual aids.
7. Encourage good thinking, instead of mere memorization of facts.
8. Plan carefully the course and each lesson.
9. Develop and utilize a pleasant and forceful personality.
10. Build interests that endure beyond the lesson, even beyond the course.

I will discuss each of these interest skills in the order named, which is not necessarily the order of importance.

First, *make use of the natural impulses of your students*. Such impulses as: Competition, suspense, praise, gregariousness, sympathy and curiosity, may be utilized in securing and holding the interest of your students. In order to apply this skill you must first understand boy-psychology and human nature in general. Suggestive techniques are: (1) Become familiar with the impulses of your students. You must have this information if you are to appeal to the particular impulses which cause your students to react favorably. (2) Recognize individual differences in your students. An appeal to the sympathies of some boys works wonders; others are not so sympathetic by nature. The impulse of competition is much stronger

in some boys than others. These illustrations emphasize the point—know your boys. (3) In planning any given lesson determine just which impulses will be appealed to and how. It should not be necessary in teaching any given lesson to appeal to all the known impulses of boys. It is much better to concentrate your efforts on a few impulses which you know will bring the desired reactions. (4) In teaching a lesson carry out the appeals as planned. Perhaps you have decided before the lesson is taught to commend certain boys for some good supervised farming programs. Do this at the appropriate time. (5) After teaching a lesson, consider just how effective your appeals were. Consider how your appeals might be improved. Did your praise of a few boys cause others to lose interest? Did you fail to praise some boys who deserved commendation? (6) Be always alert to take advantage of opportunities for spontaneous appeals as they arise during the class. For example, if the class is discussing the merits of the Rambouillet and the Corriedale breeds of sheep, it may develop that some members of the class are ardent believers in the Rambouillet breed. Others think the Corriedale breed is best. Appeal to the impulse of competition. An impromptu debate may ensue. Do not stifle this interest—utilize it.

In using natural impulses in teaching, it should be remembered that every general law of teaching has to be applied to the individual student if the instruction is to be effective.

Did you ever know of any farmers in your community who tried to economize by buying baby chicks from flocks which were not blood tested for pullorum? If your pupils should recall this experience, do you think they will feel the need for the use of chicks from blood tested flocks? These questions bring to mind the second interest skill—to *arouse a feeling of need for the lesson*. (1) Ask your pupils to call to mind other experiences in the community where a lack of knowledge has been a cause of failure. (2) Do you choose problems for study from the lives of boys or farmers in the community? Do you think the boys in your community will be interested in dipping sheep to control external parasites? The use of sanitation practices has been helpful in raising turkeys in your community. (3) This is an example of where knowledge has been helpful to others. (4) A talk with a successful poultryman will help arouse a feeling of need for certain improved practices. There are eight or nine techniques in arousing a feeling of need for information. These techniques are especially useful in making the assignment.

In preparing the minds of students for an assignment, motives should be sought which will move them to action.

When students recognize a need for information, they become interested. The things that interest us do so because we clearly recognize their value to us in solving our problems.

The third skill I wish to discuss is the *stimulation of doubt, suspense and uncertainty*. There are a large number of techniques which may be used in the development of this skill. Examples of these techniques are: (1) Introduce situations which suggest at least two positions. If you should ask your pupils which is the best breed of sheep for your community, there would probably be at least three answers—Rambouillet, Corriedale and Columbias. This will make a good teaching situation. (2) Bring about contrasting situations or experiences and ask for a defense of each. Example: Which is more profitable to market, spring lambs in June or in September? (3) On the problem for discussion, secure a vote of the class, which will presumably be divided. Seven boys in the vocational agriculture class may think lambs marketed in June are more profitable; ten may vote for marketing in September. (4) Allow each side to present its arguments, but try to keep it balanced. (5) In case of a strong majority, ask the weaker side to present its arguments first. Hold back the stronger side. (6) Strengthen the weaker side by raising questions that appear to support their side. (7) Allow the stronger side to answer your questions or state their position. (8) Use graphs, or charts without data at the beginning of the class. (9) Do not betray your own position.

The use of this skill will develop in the student the ability to postpone action until relevant facts are considered and evaluated.

Do you ever tell your students about your farm experiences or ask them about theirs? The fourth skill which may be developed is—*provide appropriate illustrations, applications or examples*. At least nine techniques may be used in applying this skill. (1) Do you refer to successful people in the community? Perhaps one of your former students is a successful producer of beef cattle. His experience would be interesting to your students. (2) Do you ever tell your students of humorous incidents to illustrate a point in the lesson? (3) It will make your lessons in agriculture more interesting if you occasionally show the connection with other courses such as science or mathematics.

Do boys ever go to sleep in your classes? If so, is it because of a lack of interest, or is your classroom stuffy? Have you developed the skill of *arranging for satisfactory physical conditions* in the classroom? There are at least nine techniques to be used in applying this skill. How many do you use? For example: (1) Do you check at the beginning of each class period the room temperature, ventilation, and light? (2) Do you arrange your pupils around tables with a good view of each other? (3) Are books and visual aids arranged neatly? (4) Do you think the pictures on the walls of your classroom have been well selected and neatly framed?

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<sup>1</sup>Based on interest skills developed by Dr. W. F. Stewart of Ohio State University with graduate students, including the author.

## How interesting is your teaching?

(Continued from Page 89)

(5) Do you have any interference with class work by pupils playing outside? If so, the lower sashes of your windows should have opaque panes. (6) Is your bulletin board kept alive by using pictures of recent FFA activities and other up-to-date material? (7) Do you have a floor that reduces to the minimum noise of moving chairs and tables. (8) Have you checked the height of chairs and tables used by the students? (9) How often during a ninety-minute period do your students have an opportunity to leave their seats? High school boys are likely to become restless if they are not permitted some physical activity during the class period. There are several other techniques which should not be overlooked—such as; soft tinted wall finish and special consideration of boys who have impaired vision or hearing or any other physical handicap.

Attention to the physical conditions of the classroom is important in economizing time and energy of the teacher as well as the effect upon the health of students.

Do you use *visual aids as a skill in controlling your pupils' interest*? Do you have a film strip projector and a library of film strips? How effectively do you use your visual aids? Let's check some of the techniques for their use. (1) In planning each lesson question yourself as to what visual aids will be appropriate. (2) Be alert on every farm visit to secure useful illustrative material. Keep this material well preserved and filed for use. (3) Have available for use all types of visual aids; dried samples, opaque projector, film strips, charts, pictures, etc. (4) Prepare your class to make the right observations on field trips. (5) Do not expose the visual aid until the proper development of the problem or assignment.

Advertising experts realize the value of visual appeal and use visual aids extensively. They have learned that the impressions produced by such means tend to be more permanent.

Do you *encourage good thinking* on the part of your students as an interest skill?<sup>2</sup>

There are at least twelve techniques for developing this skill. Let's examine a few of them. (1) Base your teaching on problems and difficulties of your boys. I am sure you realize that to have any real thinking the lesson problems must arise out of the experiences of your students. (2) Lead them to recall facts and experiences in solving problems. (3) Establish a definite goal for the lesson. Example: To develop the ability to select the breed of sheep best adapted for producing market lambs or wool in this community. (4) Give your pupils an opportunity to help plan the course. For example, what abilities will you need to develop in order to produce sheep successfully in this community? (5) Arrange your instructional jobs in

seasonal sequence. You should develop the ability to select the proper breed of sheep early in the fall. (6) Encourage creative thinking. Ask your boys how they think the sheep in the community could be improved.

Thinking is stimulated by utilizing information as a means of solving problems. The success of thinking is determined by a knowledge of facts involved in a problem.

Have you ever thought of your course organization as being a factor in controlling interest? *Organize your course in vocational agriculture; plan each lesson and keep successive lessons closely connected.*<sup>3</sup> How many of these techniques do you use? (1) Base your course content upon the needs of the community. (2) Give consideration to time available for teaching courses in vocational agriculture. (3) Determine what enterprises will be included in the students' supervised farming program. (4) Decide what general agricultural principles all the students should be taught, such as those involved in agricultural economics and farm management. (5) Decide on the amount of time to be allotted to farm mechanics according to its relative importance in the community. (6) Work out a time allotment for each agricultural enterprise. (7) Develop plans for teaching each job in each enterprise. (8) Arrange the jobs of each enterprise in seasonal sequence. (9) Make teaching layout for the year.

In selecting subject matter which is interesting, the agriculture teacher must determine what information will be useful in the lives of his students.

One of the most important interest skills is to *develop and utilize a pleasant and forceful personality*. There are at least thirty-one personality traits. I shall give some general techniques for improving the personality of any teacher. (1) Resolve that you are really going to do something about it. Recall the embarrassment to others. Consider the effect on your own reputation. (2) Discover your weakest traits. Ask a friend for a fair appraisal of you. Read appropriate books. Introspect your life. Compare with others. Use a check list of desirable traits. (3) From your weaknesses select the traits for immediate improvement. (4) Realize that improvement is as easy, but as difficult as habit making and habit breaking. (5) For the improvement of a given trait, determine the techniques to be practiced. (6) Associate with or study those who excel in that trait. (7) Begin at once to practice the techniques with earnestness, permit no exceptions, provide extra situations for practice. (8) If errors occur, whenever possible, correct them at once. (9) If possible, check your progress. (10) Live your best in every way at all times.

In order that you may better understand the complex nature of personality, I will enumerate the personality traits as given by one authority: Tact, judgment, fairness, cooperation, loyalty, enthusiasm, industry, firmness, tolerance, dependability, initiative, self-control,

punctuality, discretion, sincerity, sympathy, optimism, poise, voice, refinement, altruism, leadership, adaptability, self-confidence, patience, courtesy, friendliness, humor, personal appearance, interest in profession or business.

The personality of the teacher is of paramount importance in controlling the interest of his students.

The final interest skill which might be developed has been stated thus: *Build interests that endure beyond the lesson, even beyond the course.*

Let's examine some of the techniques for building enduring interests. (1) Keep the interest in daily classes on as high a level as possible. In the first part of this article, I referred to your experiences which indicated that subject matter which was made interesting in high school was retained much longer than that information which was the result of "forced learning." (2) Provide for immediate or early participation in using or applying the knowledge to their advantage. You teach boys to cull poultry. In addition to the practice which they get from culling the home flock, do you refer other people to them when they want their poultry culled? (3) Give recognition of success of former students. Bill Smith has established a good flock of purebred sheep. Have you ever had Bill give a talk before members of your class on how he developed his flock? Have you taken your class on a field trip to see Bill's sheep? These are a few of the techniques which may be used in building enduring interests. You may develop more such techniques for your classroom instruction.

The teacher who trains his students to study effectively and think independently has performed the greatest service possible for them. The ultimate goal of the teacher should be to develop his students in their ability to study and think independently as to make the teacher unnecessary. ●

## Book Review...

WINNING FUTURE FARMER SPEECHES, Volume II, with comments by R. D. Purkey, pp. 365, published by Interstate Printers and Publishers, Inc., 1951, list price \$3.50. Volume II contains the 1950 state F.F.A. winning speeches. Part I contains five chapters dealing respectively with the following subjects: the speaker, the title, the speech, the delivery and evaluating the speech. Part II list alphabetically the 1950 state F.F.A. winning speeches together with a critical analysis of each. Part III consists of an Appendix which treats the subject of topics suitable for a winning speech, how to secure and assemble materials, planning the speech, rules regarding speaking contests, and extemporaneous speaking hints. Both the beginning and experienced speaker will find this anthology to be an excellent reference volume which will stimulate thinking and serve as a helpful guide in the purposeful planning, composition and delivery of better speeches.

—APD

<sup>2</sup>Adapted from a course taught by Dr. W. F. Stewart.

<sup>3</sup>Based on material developed by Dr. W. F. Stewart in a graduate course.

# Farm shop teaching aids

Future teachers of farm shop start "hope chests"

A. C. KENNEDY, Teacher Education, Ohio State University



A. C. Kennedy

**M**ANY of the teaching aids useful in teaching farm mechanics can be constructed while the student teacher is learning the mechanical skills and abilities in his farm shop courses. That is the experience which we have had in preparing teachers to teach farm shop

at The Ohio State University. Farm shop is offered to students in the Department of Agricultural Education during their junior year.

Like most campus courses in farm mechanics it has two major objectives—first, to develop skills and abilities on the part of the students enrolled, and, secondly, to give them skills and abilities in teaching farm mechanics to high school students. In many cases the latter objective may be accomplished more effectively through the use of well-selected teaching aids.

The following is a list of projects in teaching aids which have proved to be desirable for shop teachers to have in enriching their teaching in farm mechanics. Our students build these projects during their farm shop courses and in this way accumulate a "hope chest" which will help them to do a better job later on. Time limitations prevent each student building every one of the projects on the list which follows. Most students, however, leave the course with a "hope chest" containing a half dozen or more of the projects listed.

## A List of Teaching Aids Which May Be Built by Student Teachers in Farm Shop

1. Nail tray
2. Tool carrying box
3. Open top saw horse
4. Saw filing clamp
5. Home shop workbench
6. Tool board
7. Tool cabinet
8. Model of rip saw teeth. 4" x 12" x 2" teeth
9. Model of cut-off saw teeth. 4" x 12" x 2" teeth
10. Model of timber saw teeth
  - a. Champion teeth
  - b. Lance teeth
  - c. Regular teeth
11. Model of different bevels used on cutting edges
12. Samples of kinds of lumber
13. Demonstration boards
  - a. Farm shop hardware, hinges, etc.
  - b. Useful rope knots, hitches, and splices
  - c. Parallel wiring
  - d. Series wiring
  - e. Three-way switch
  - f. Four-way switch
- g. Kinds of electric wire
- h. General Electric demonstration board for demonstrating:
  1. Two-wire system
  2. Three-wire system
  3. Wiring for safety function of fuses
  4. Voltage loss
  5. Wire size in relation to equipment performance
  6. Cost of electric loss in wire.
14. Collection of samples showing the five major paint failures
15. Model to scale:
  - a. Hog house
  - b. Hog feeder
  - c. Poultry mash feeder
  - d. Poultry range shelter
  - e. Brooder house
  - f. Lawn chair
  - g. Other labor saving equipment
16. Model showing:
  - a. Butt weld
  - b. Fillet weld
  - c. Lap weld
  - d. Edge weld
  - e. Corner weld
  - f. Hard surfacing

The demonstration method of teaching is very effective in teaching farm mechanics work. A demonstration attracts and holds attention. It is effective in that the procedures are better understood when they are actually performed in the presence of the learner than they would be if they were just talked about. The action and the "life" of the demonstration make it effective. It is a purposeful method of education that has the effect of permanent understanding.

The demonstration method of teaching should be supported by the use of teaching aids that will contribute to the



Student using a teaching aid to show various bevels for farm tool sharpening.

understanding and clarify the steps involved in the procedure of solving the problems or getting the job done.

Often a job well done serves to illustrate to the learner what is expected of him and establishes an ideal of workmanship that he should strive to duplicate. This job may be a completed project or any integral part of a project. If it serves to bring about better understanding or to clarify the procedure to be followed in doing a mechanical piece of work, then it has been worthwhile as a teaching aid.

## 1951 directory of vocational counseling agencies

The National Vocational Guidance Association, in its efforts to provide the public with authentic information concerning people who practice vocational guidance, has just published the 1951 Directory of Vocational Counseling Agencies. This directory is a handy and reliable guide for any one in need of vocational or educational advice.

It lists 166 individual practitioners, services, and agencies which provide vocational counseling to the public and which meet certain minimum standards. Each listing includes the name of the agency or practitioner, the sponsor, types of services offered, kind of clientele served, fees, name and qualifications of director, and the number and qualifications of professional personnel on its staff.

It sells for \$1.00 per copy and it may be obtained from the Ethical Practices Committee of the National Vocational Guidance Association, Box 64, Washington University, St. Louis 5, Missouri.

Expenditures per pupil in average daily attendance for current expenses is estimated at \$185 for 1948-49 compared with \$152.80 two years earlier.



The author checks some hope chest projects with members of his class.





Student teachers of agriculture perfect their abilities in conducting field trips by participating in and evaluating one conducted by G. R. Boling, Wooster, Ohio.

## Use teaching aids

P. F. PULSE, District Supervisor, Vocational Agriculture, Columbus, Ohio

As a district supervisor visiting a first year teacher the following incident comes to mind. The teacher had been working with a student to provide proper storage for his corn project, the student's father had agreed that a combination crib and machinery storage be constructed. Some planning and thought had been given to the problem by the father, boy and teacher in regard to dimensions, and in this particular class period they were attempting to determine how to cut the rafters for the building. The class was meeting in the regular vocational agriculture room and the teacher had brought a steel square and a copy of "Jones Farm Shop Practice" to class. Indications pointed to the fact that the teacher knew how to perform the job. He tried to show by diagram on the blackboard using the square how to lay out and cut the rafter for length and the proper angles to make the cuts.

### Recall Own Learning

It was very apparent that the members of the class could not follow the teacher, and they were not backward in voicing their disapproval of being assigned to a task which they did not feel competent to assume.

In discussing the lesson with the teacher I found that he felt that he had used all the teaching aids necessary to develop the lesson and that he was unable to understand why the students could not perform the job. I asked the teacher where and how he learned to cut rafters? His reply, why my father taught me while I was in high school and we were building a central farrowing house one summer for our swine enterprise. Later I had this material presented in an agricultural engineering course while studying to become a vocational agriculture teacher. My next question, why did you not take the class out to the students' farm during the process of construction where you could

have put on a demonstration of actually cutting the rafter for the building and where each student could have had practice in performing the task? Oh, it seemed so simple I thought we could do it here at the classroom and save a lot of time, was his reply.

Far too often this is the case. As teachers we should be more concerned with how well we teach, rather than how much we may think we teach. To pursue our problem further I asked our first year teacher if it was impossible to take the class to the farm where the building was under construction. Why it would not be easier to teach the job of rafter cutting if he had taken the class to the farm shop where some of the timbers for the rafters could have been brought in and where the procedure could have followed the same pattern as at the farm.

Since the beginning of time, those engaged in the teaching profession with more than just a passing interest in same, have sought new and improved methods and devices whereby their efforts might result in greater effectiveness in the ease with which their students might be able to grasp and retain the facts being presented.

Assuming that the learning process, to be most effective should embrace all the human senses, any well trained teacher should keep the following criteria in mind when developing a lesson plan. That the most ideal learning situation is provided through direct purposeful experiences. If it is impossible to provide this, the next best is a contrived experience. This in turn is followed by models, mock ups and examples of the actual operation. Following these areas of learning by doing, the most desirable method can be provided through the media of observation. Pictures, motion picture slides, the use of the blackboard for charts, graphs and drawings provide these experiences. Lastly, verbal symbols, the most common method of teaching

in use, especially by so-called teachers, provides the least effective means for transfer, acquisition and retention of knowledge for the learner.

Our teacher saw his mistake. The job was easy for him, he had learned how to do it through participating experience. He had tried to teach the job to his students with a bare minimum of teaching aids. In other words, he made the job very difficult because he relied on poor pedagogy, verbal symbols. This teacher made a firm resolution that hereafter he would not handicap his efforts by a lack of planning that did not incorporate the maximum use of teaching aids to simplify the job.

The value of the time spent in preparation should be recognized, especially the time spent in providing for the use of teaching aids that will provide first hand participating experiences for the students. Anyone who teaches a class that can measure up to these criteria does not need help to point out how to improve his methods, he will have that inner satisfaction of a job well done and will be able to see the results of his efforts in the improved agriculture, farms, and farmers of his local community.



Experienced teachers should be taught as they are taught to teach with the use of actual situations.

## Teachers are leaders

(Continued from Page 75)

In no other profession with which I am familiar must a man have the knowledge and skills of a more varied nature than the instructor of vocational agriculture. Basic to his success is a wide farm experience built up through his years on a farm which in turn is supplemented by board life experiences provided through an especially prepared curriculum designed to prepare him to meet many contingencies of farm life.

At times he must be a good leader and at other times a good follower. The job demands that he be able to plan and organize, for much of the total program is developed in the community. To be able to assist farmers with whom he works he should have the ability to operate and manage a farm successfully. In doing this he remembers the tenants' and share croppers' problems so as to best assist them in the development of desirable life experiences. To manage his own financial problems and to advise farm youth and adults in farm financial matters, he has to have information and experiences in handling farm business and farm finances.

A pleasing, well-rounded personality is a great asset in developing desirable public relations in a community and in securing the cooperation of leaders in business and industry. In teaching farm youth and adult groups, and in conducting meetings requires that he have the basic parliamentary skills and possess at least average ability as a public speaker. The farm mechanics, rural electrification, and machinery repair adjustment and maintenance problems of the average farmer makes it imperative that the vocational agriculture teacher be basically skilled in each of these areas if he is to provide the needed instruction to assist the farmer in planning and developing his farming program. The teacher's education is never completed but instead must be continuous so as to enable him to grow technically and professionally.

The old statement, "The strong charge on, the weak falter," has an application to a teacher of vocational agriculture. No one who has taught vocational agriculture successfully claims that the job is easy; on the contrary, it requires hard work. The financial rewards are comparable to other opportunities but no vocation offers a greater reward in terms of a deep sense of personal satisfaction for the service rendered.

This is so well demonstrated by successful teachers who seem to radiate enthusiastic pride for their work and transmit to their students and patrons, as they work with them, a strength and courage which, as expressed by one father to a teacher, "I have worked with a master." The teacher, like a great ship, launches out into the deep because he knows the way is safe, the journey pleasant, and the rewards worth the efforts expended.

The joy of associating with farm boys who have such a wealth of natural experiences developed through their battle with the elements and by seeing life and

## Teacher preparation in agricultural education

(Continued from Page 79)

- a Guide for Curriculum Construction and Course Building. Thesis, M.S., 1948, Alabama Polytechnic Institute.
11. Rhoad, C. E. A Study of the Comprehensiveness of Abilities in Technical Agriculture Attained by Prospective Teachers of Vocational Agriculture in Ohio Previous to their Entrance into Student Teaching. Thesis, Ph.D., 1943, Ohio State University. (Agricultural Education Magazine, 16: 174-175, March, 1944.)
  12. Kirkland, J. B. A Study of the Professional and Technical Difficulties Encountered by Teachers During Their First Year of Teaching Vocational Agriculture. Thesis, Ph.D., 1947, Ohio State University. (Agricultural Education Magazine, 20: 152-153, February, 1948.)
  13. ———. Directed Teaching in the Southern Region. Agricultural Education Magazine, 22: 91, October, 1949.
  14. Bender, R. E. An Evaluation of the Participating Experiences in the Pre-Service Professional Training Program of Teachers of Vocational at Ohio State University. Thesis, M.A., 1940, Ohio State University. (Agricultural Education Magazine, 15: 134-135, January, 1943.)
  15. Gandy, T. W. A Study of the Comprehensiveness of the Teacher Training Program in Alabama. Thesis, M.S., 1950, Alabama Polytechnic Institute.

The quality of student teaching seems to have improved markedly during the past ten years. Some of the contributing factors are: selecting off-campus training centers in which well rounded programs are in operation; using supervising teachers who are superior teachers, open minded, experimental, and sympathetic toward trainees; providing more supervision from the college; and gearing the professional program more closely with the abilities which trainees are expected to develop during the period of student teaching.

Each teacher training department should continuously strive to improve its program of student teaching. A trainee should be sent to the center which will contribute to his maximum development as a prospective teacher rather than by arbitrary assignment by the director of student teaching or student choice. Before the trainee reports to the center he should get as much information as possible about the center, the departmental facilities, the agriculture of the community and the local program of vocational agriculture. He should know what technical abilities he should possess in order to teach the young and adult farmers to solve the problems with which they will be concerned during his period of student teaching. The supervising teacher likewise needs to have as much information as possible about each trainee if he is to contribute to his maximum development. ●

death on the farm tends to develop in them lasting respect and appreciation for others. This provides a special reward which vocational agriculture teachers cherish. The privilege of sharing the responsibilities of farm youth and rural people, and watching them develop an abiding faith in you, is a reward which can never be bought.

T. J. HORNE  
Teacher Education  
V. P. I., Blacksburg, Va.

## Practice in cooperation

(Continued from Page 87)

chapter cooperates with the Walla Walla Junior Chamber of Commerce with their annual Junior Livestock show for fat stock. Each year the Wa-Hi chapter conducts two livestock and crop judging contests for the S. E. Washington Vocational Agricultural District. During the early spring they are host for a basketball tournament. Aside from these contests, the Wa-Hi chapter cooperates with other chapters in the district with contests and other activities. Each year at least two tours are held with the Soil Conservation Service for instruction and cooperative effort between the organization and F.F.A. members and veterans taking On-The-Farm Training.

An enormous amount of work is done when the chapter cooperates with the local school district. The chapter provides machinery for the district to use at various times and a lot of equipment is constructed for the district. The F.F.A. community service committee has aided the following departments of the high school this past year: Music, Photography, Visual Aids, Science, Industrial Arts, Distributive Education, Commercial, Maintenance, and Carpentry. The type of work done was construction, use of equipment, and securing of materials.

Each year an annual cooperative meeting and banquet is held by the Walla Walla F.F.A. chapter. Throughout the first two years of vocational agriculture, which are the Animal Husbandry and Soils and Crops classes, farm cooperatives are explained to the maximum extent to local production and marketing. Local research men from the Soil Conservation Service, Dairymen Association, Pacific Supply Co-op, etc., are brought into classes and F.F.A. meetings to explain cooperative activities.

The junior and senior classes are given special units about cooperatives and cooperative marketing. The main idea that the chapter has is to learn cooperative activities by actually operating various co-ops.

At the present time the chapter has the following materials available for the member to learn about farmer cooperatives; twelve different titles of books, twelve film strips and some thirty films were used during the year. The chapter receives the following cooperative magazines; Pacific Northwest Co-operator; Grange News; Cooperative Digest; Washington State Farm Bureau News; Rural Electrification News, and Washington Cooperative Egg (WASH-COEGG). All of this material has been mostly provided by the F.F.A. chapter.

After twenty years, the idea that we believe in cooperation can be shown by the fact that the Walla Walla F.F.A. chapter now operates cooperatives of grass seed production, wheat, machinery, sheep, swine, and beef cattle. All of these cooperatives involve the entire active membership of 75 F.F.A. members.

Our motto is, "Learn cooperation by participation." ●

To read without reflecting is like eating without digesting.—Burke

# Adjusting training to needs

A survey of the agricultural department graduates of New Salem Academy, 1920-1950.

DEANE LEE, Teacher, New Salem, Massachusetts

THE agricultural department at New Salem Academy was first organized in 1915. After a short time it was discontinued and agriculture was not taught again until the department was re-organized in 1920.

Since that time 123 students have been graduated from the department. Of this number 116 are living—and the addresses of 110 of them are known. Fifty-five of these, or exactly one-half, responded to a questionnaire concerning their activities since leaving the Academy.

This questionnaire was sent to the graduates because a periodic follow-up on graduates is a part of the vocational agricultural program, and, also, because the information obtained might be of use in planning courses better suited to the needs of the agricultural students at the Academy.

In an attempt to find the relative importance to students of the various phases of instruction offered, all of the information obtained was put on a man-year basis. For example, if a man has been out of school for ten years, five of which he worked on a dairy farm and five of which he was in the army, his time is figured as five man-years in dairy farming and five man-years in the armed forces. In this way one man who spent five years in a particular occupation is represented as using a given time of training to the same extent as five men who spent one year each in the same occupation. The percentage of time spent in a particular occupation was found by dividing the man-years spent in that occupation by the man-years spent in all occupations.

## Relationship of Work to Training

The fifty-five graduates as a group have spent 46.5 per cent of their time, or slightly less than one-half, in work on which their agricultural and shop training may be said to have had a direct bearing. Almost exactly one-half of this time was spent in some type of farming and a little less than half was spent in shop, construction, garage, and trucking work.

Poultry occupied more than one-half of the time spent in farming while dairying accounted for a little less than one-half of this time. Other types of farming on a full time basis were negligible.

On a part-time basis, however, vegetables, poultry, fruit and dairy were all important and approximately in the order named. These so-called part-time farms seem usually to be operated in connection with a full time job. Although they appear to offer relatively little produce for sale, they do supply a large

part of the vegetables, fruit, eggs and milk used by the families who live on them.

The time spent by these men in full time farming falls largely into either or both of two categories; many of the men spent several years immediately after leaving school as hired men on farms and some of them later became owner-operators; other men, after working in some unrelated occupation, have established themselves as owner-operators, usually of poultry farms. There are very few instances of partnerships on the family farm as is common in areas where larger farms are more numerous.

Shop trucking, construction, and garage work claimed the time of these men in the order named. In most instances the individuals concerned were employees rather than employers. Several, however, have operated gas stations on their own. Except for shop work, very few individuals stayed with any of these jobs for long periods of time. Moreover, the shop work, even though it was more important than the other three types of work, was so varied in both kind and degree of skill that it defies further classification on the basis of the information obtained. Nevertheless, it is apparent that, in addition to those who use their shop training in farm work, there is a substantial number who have had shop jobs which required the basic skills taught in the farm shop course.

Since lumbering is of considerable importance in the area it was a surprise to find that only .3 per cent of the time

of these fifty-five men has been spent in that field.

The 53.5 per cent of their time which these men spent in fields unrelated to the agricultural and shop training at the Academy covers a wide variety of occupations. More than one-fifth of this time (11.5 per cent of the whole) was spent in the armed services. Furthermore, about 15 per cent of the fifty-five men appear to be making the armed services a career. The remainder of this time was spent in occupations ranging from the civil service to Fuller brush salesmen. Many of the men appear to have tried several types of work and finally settled on something which seemed to suit their individual needs and capacities. In spite of the fact that so much time was spent in fields unrelated to the vocational training at the Academy, no significant amount of this time was spent in any one field.

The natural breakdown of agricultural instruction into vegetables, poultry, fruit, and dairy, and of shop instruction into wood and metal work is too basic and too well established to need comment.

The problem for the agricultural teacher in this locality appears to be that of presenting his material on any subject so that it will be interesting and practical for both the potential full-time farmer and the potential part-time farmer. It is true that basic scientific facts apply equally to both large and small units of production. The application of these facts, however, many differ widely between units of different size. For example, the teacher must gear the poultry course so as to interest and assist both the few students who will be managers or owner-operators of poultry farms and many students who will never have more than a backyard poultry enterprise. He must do this without unduly lowering the ambitions of one group or raising those of the other to an impractical level.

For this teacher, at least, one answer to the problem lies in following a basic principle of both vocational and general education, namely, strict attention to individual needs.



William C. Jason comprehensive high school

Delaware's first comprehensive high school for negroes was completed in October, 1951. When additional units (money has already been appropriated by State legislature) are completed the building will cost approximately \$900,000.00.

Over half this amount was contributed by the late H. Fletcher Brown, a former member of the State Board for Vocational Education.

Vocational Education.

This school serves all of Sussex county negro high school students (approximately 300).

Included in the completed unit are shops for Vocational Agriculture, Building Trades, Auto Mechanics and Industrial Arts as well as Foods and Clothing Trades and Vocational Home-making.





J. H. Lintner points to first F.F.A. jacket. It was presented to the Ohio Association.

## First F.F.A. jacket

J. H. LINTNER, Supervisor,  
Veterans Program, Ohio

At the Ohio F.F.A. Convention on May 31-June 2, 1951 at Columbus, J. H. Lintner presented the first official F.F.A. jacket to the Ohio Association. Mr. Lintner, now a district supervisor of institutional on-farm training in Ohio, was the vocational agriculture instructor at Fredericktown, Ohio, from 1925 to 1940. During that time he saw the Future Farmer Organization supplant the old local vocational agriculture societies and was the advisor to one of the first chapters to be established in Ohio.

Mr. Lintner was asked to write the following article.

R. J. WOODIN  
Ohio State University

THE story of the development of the official F.F.A. jacket and the only local chapter band ever to play at a national convention go hand in hand and the story of one must of necessity include the other. It was my privilege to participate in both activities as an F.F.A. advisor. This story should be of interest to the many F.F.A. members who now wear the jacket.

Previous to 1933 it had been the policy to invite state F.F.A. bands to provide music for the national conventions held at Kansas City. The expense both to the state and the national associations coupled with general lack of money during the depression years contributed to the decision of Mr. W. A. Ross, the national executive secretary, to accept the offer of the Fredericktown, Ohio, chapter to bring a chapter band of 30 pieces to the 1933 convention.

The Fredericktown chapter band had been in existence for over a year and was the direct outgrowth of a far-seeing school superintendent, Mr. Homer B. Wood, who also directed the instrumental classes and the high school band. Mr. Wood was an exponent of the integration of extra-curricular activities into the regular school program and was greatly impressed with the F.F.A. program of work and conduct of chapter meetings. Several members of the F.F.A. were already members of the high school band. Mr. Wood was enthusiastic as the high school band needed boys and organized classes for all who wanted to learn.

About 40 of the 60 chapter members began learning to play band instruments. Thirty-six played at the Ohio State Fair in 1932 and 30 eventually made the trip to Kansas City in October of 1933.

The necessity for a uniform developed as soon as the band began to make public appearances. The official F.F.A. uniform

at that time was produced by a Texas firm and consisted of trousers, shirt, and cap of a blue cotton material with a yellow silk necktie. This sufficed for summer wear but some other garment was needed for the nippy October weather in Kansas City.

The corduroy jacket was just beginning to be worn by high school students and our local dealer supplied the name of the firm in Van Wert, Ohio, which made them. A letter resulted in a conference with a representative to determine whether the F.F.A. seal might be embroidered on the back of this jacket since some distinctive identification was necessary.

### Many Trials Involved

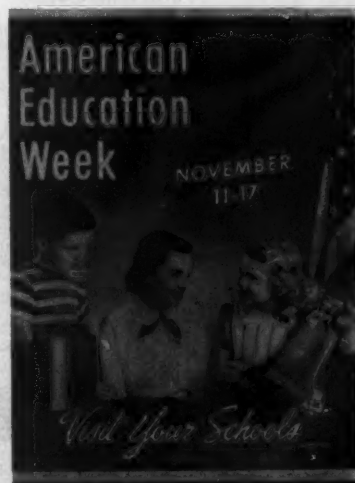
The only seal available at that time was the one engraved on the chapter charter and it was used as the model. A pilot jacket made in the Spring of 1933 pleased the members of the chapter. Three of the officers immediately ordered individual jackets for themselves. Since the eagle was not added to the official seal until a year later, the original jacket appeared with only the cross-section of the ear of corn, the owl, and the plow. Since national blue was not available from the manufacturer and since the firm did not care to order a special bolt of cloth to make 30 jackets the navy blue color was used.

The popularity of the new jacket caused other chapter members to order them both for general wear and for F.F.A. gatherings. An inquiry to Mr. Ross as to whether the jacket might be added to the official uniform led to the manufacturer sending a representative to the 1933 convention. After official action a contract was made which justified ordering the cloth of the national blue shade.

By this time, the eagle had been added to the seal which not only increased the

cost but presented the problem as to where the lettering designating the chapter and state should be placed. At first the increased cost looked prohibitive so I again ordered a pilot model with a small seal on the left breast as well as the large seal on the back so that identification was easy regardless of the position of the wearer. Since the number of letters in Fredericktown and Ohio resulted in better composition the state was placed under the seal on the first jacket with an eagle as a part of the insignia. This caused the seal to appear too low on the back and another experimental jacket was produced with the seal well up on the shoulders and all of the lettering below. The effect was not satisfying with as long a name as Fredericktown. When the jackets were finally adopted for state and national officers, the name of the state appeared over the seal.

John Dewey and other educators might well be interested to note how a felt need (i.e. how to keep a band member warm at the national convention and still have a garment that could be used for other occasions) travelled the usual steps of the thinking process until the jacket with the seal resulted which sufficed so well that it was expanded to fulfill a much greater function. ●



# PICTURES *of the month...*

A contest open to all teachers of Vocational Agriculture and farm veterans

THE HARVEST



Photo by Warren T. Smith, Madera, California

THE F.F.A. ON THE AIR



Photo by Wm. Paul Gray, Eaton, Colorado

DITCHING WITH  
DYNAMITE



FIRST PLACE:

John M. Sproul, Middle-  
brook, Virginia.

Camera: Argus C-3—  
35 mm.

Exposure: f/11 — 1/200  
second setting.

DAIRY IMPROVEMENT



Photo by James E. Hamilton, Audubon, Iowa

BUILDING OUR OWN



Photo by Warren T. Smith, Madera, California

